

BI-ENNIAL REPORT
OF THE
Superintendent of Public
Instruction

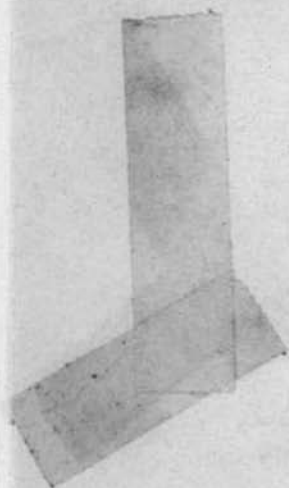
OF THE
State of Florida

For The Two Years Ending June 30, 1912.

Wm. M. Holloway,
Superintendent of Public Instruction.



T. J. Appleyard, State Printer,
Tallahassee, Fla.



LETTER OF TRANSMITTAL.

Department of Public Instruction,
Tallahassee, Fla., July 1, 1912.

To His Excellency, Albert W. Gilchrist,

Governor of Florida.

Sir:—In compliance with Section 27, Article IV, of the Constitution of the State, I have the honor to submit herewith the Bi-ennial Report from the Department of Public Instruction for the two years beginning July 1, 1910, and ending June 30, 1912.

Yours very truly,

WM. M. HOLLOWAY,
State Superintendent of Public Instruction.

REGISTER OF STATE SUPERINTENDENTS.

	Term Began.	
C. Thurston Chase.....	August	..., 1868
Rev. Charles Beecher.....	March	18, 1871
Jonathan C. Gibbs (colored).....	January	23, 1873
Samuel B. McLin, Secretary of State and Acting State Superintendent.	August	17, 1874
Rev. William Watkin Hicks.....	March	1, 1875
William P. Haisley.....	January	6, 1877
Eleazer K. Foster.....	January	31, 1881
Albert J. Russell.....	February	21, 1884
William N. Sheats.....	January	3, 1893
William M. Holloway.....	January	3, 1905

STATE BOARD OF EDUCATION

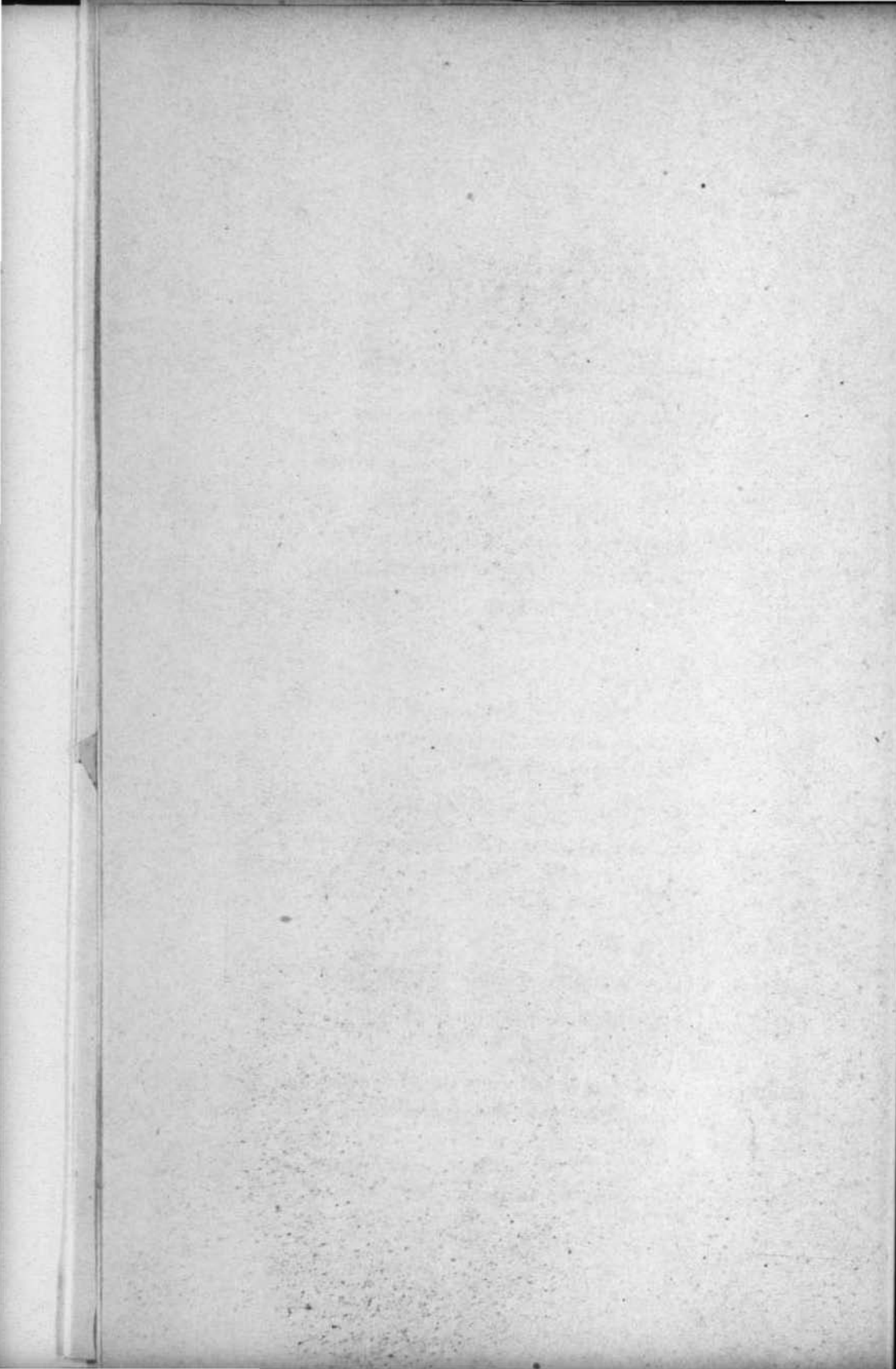
Ex-Officio.

Albert W. Gilchrist, President.....Governor.
 H. Clay Crawford.....Secretary of State.
 J. C. Luning.....State Treasurer.
 Park Trammell.....Attorney General.
 William M. Holloway, Secretary...
 State Superintendent of Public Instruction.

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CHAPTER I.

OBSERVATIONS OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

PROGRESS OF THE PUBLIC SCHOOLS FOR THE PERIOD BEGINNING JULY 1, 1901, ENDING JUNE 30, 1911.

Increase in Length of School Term.—The Bi-ennial Report of the State Superintendent of Public Instruction for the scholastic year ending June 30th, 1901, shows that the average school term in days for white children was 96, and for negro children 88. The Bi-ennial Report of the State Superintendent of Public Instruction for the scholastic year ending June 30th, 1911, shows that the average school term in days for white children was 114, and for negro children, 96. Thus showing a gain during the decade of nearly a month for white children, and practically a half month for negro children.

Increase in Number of Schools.—On July 1st, 1901, there were operated 2,470 schools while on July 1st, 1911, there were maintained 2,605. This shows an increase of only 135 schools, but the small increase in the number of schools is due to the abandonment of many small schools and their consolidation into a comparatively few large ones. The advantages of such consolidation are too apparent to need any discussion here.

Teachers.—In 1901 there were employed in the Public Schools of the State 3,256 teachers, while in 1911 there

were employed 4,618. This shows an increase of 1,362 teachers employed, while the increase in the number of schools for the same period was only 135, thus showing better gradation, and giving an opportunity for more thorough instruction.

In 1901 the number of white teachers employed who were graduates of normal schools was 259, and the number of negro teachers 77. In 1911 the number of white teachers who were graduates of normal schools was 562, and negro teachers 185. The number of white teachers holding First Grade Certificates in 1901 was 557, while the number in 1911 was 1,053.

High Schools.—In 1901 there were only 3 4-year high schools employing 3 teachers each for their whole time, while in 1911, there were 30 schools of this character. In 1901 there were no 3-year high schools with 2 teachers each for their whole time, while in 1911 there were 10 schools meeting these requirements. In 1901 there were no 2-year high schools with 1 teacher for his whole time, and 1 teacher for half of his time, while in 1911 there were 39 such schools.

Rate of Levy for School Purposes.—In 1901, 2 counties assessed $4\frac{1}{2}$ mills and 43 counties assessed 5 mills; while in 1911, 1 county assessed 6 mills, 45 counties assessed 7 mills, and 1 county 8 mills. This remarkable increase of levy for school purposes shows the great confidence which the people of the State have in the value of the school as a public institution.

School Buildings.—In 1901 the value of the public school buildings was \$646,482, and in 1911 was \$2,251,611; value of furniture, \$114,477, in 1911 \$372,836; apparatus in 1901, \$39,068, in 1911, \$68,268. In 1901 there were 2,112 frame buildings, in 1911, 2,441; in 1901 there were 17 brick school buildings, in 1911 there were 65.

Cost per Pupil in Daily Attendance, Average Monthly

Salary of Teachers, etc.—In 1901 there was expended for each pupil in attendance in the public schools \$7.05, while in 1911 there was expended for the same purpose \$19.19. In 1901 the average monthly salary of teachers was \$35.57, while in 1910 it was \$52.16.

The average annual salary of County Superintendents of Public Instruction was \$719, while in 1911 it was \$1,303.20. It is probable that the average salary of a Florida County Superintendent of Public Instruction is now on a par with this class of officials in any other part of the United States.

In 1901 there was expended for school buildings \$72,354, while in 1911 there was expended \$295,153.39; for furniture in 1901 there was expended \$2,120.87, while in 1911 there was expended \$30,073.13; for apparatus in 1901 \$2,087.69, in 1911 \$11,338.95. In 1901 the amount of county taxes collected for school purposes was \$446,798, while in 1911 it was \$959,760. State 1 mill tax collected in 1901 amounted to \$91,705.45, while in 1911 the amount collected was \$173,185.56. In 1901 Special District taxes collected was \$99,182, while in 1911 the amount collected was \$278,151. In 1901 the total receipts from all sources for school purposes were \$903,402.70 and in 1911 they were \$2,144,160.71.

An examination of the following statistical tables will reveal further valuable information:

	Average School Term in Days.		Average Attendance of Pupils. Per cent.		Per cent. Enrollment of School Popula- tion Between 6 and 21.		No. Schools. Both Races.	No. of Teachers' Posi- tions Filled.	No. Teachers Grad- uated from Normal Schools.		No. Teachers Holding First Grade Certifi- cates.
	W.	N.	W.	N.	W.	N.			W.	N.	W.
1901-1902	96	88	64	70	74	63	2,470	3,256	259	77	557
1902-1903 .....	..	..	69	71	72	63	2,439	3,304	274	84	640
1903-1904 .....	..	..	67	69	72	61	2,366	3,363	331	100	675
1904-1905	105	91	65	68	73	63	2,391	3,568	348	104	715
1905-1906	110	94	67	72	66	52	2,387	3,752	379	93	774
1906-1907	113	96	68	72	64	52	2,368	3,814	417	140	733
1907-1908	112	96	68	74	66	52	2,457	4,084	448	166	736
1908-1909	108	90	70	74	65	51	2,543	4,340	490	179	930
1909-1910	110	96	68	73	78	65	2,562	4,469	552	192	982
1910-1911	114	96	69	71	68	58	2,605	4,618	562	185	1,053

	No. High Schools (4-years) with 3 Teachers Whole Time.	No. High Schools (3-years) with 2 Teachers Whole Time.	No. High Schools (2-years) with 1 Teacher Whole Time.	No. of Buildings Used Exclusively for High Schools.	No. of Brick Buildings in Communities with Population Less Than 600, and Where 75 per cent. Pupils Are from Farm.
1901-1902	3	0	0	0	0
1902-1903	3	0	0	0	0
1903-1904	3	0	0	0	2
1904-1905	3	0	0	0	3
1905-1906	3	0	0	2	3
1906-1907	5	0	0	2	3
1907-1908	8	0	0	2	3
1908-1909	12	0	0	3	5
1909-1910	29	10	39	5	6
1910-1911	30	0	0	8	12

	No. of Counties As- sessing 4 Mills.	No. of Counties As- sessing 4½ Mills.	No. of Counties As- sessing 5 Mills.	No. of Counties As- sessing 5½ Mills.	No. of Counties As- sessing 6 Mills.	No. of Counties As- sessing 6½ Mills.	No. of Counties As- sessing 7 Mills.	No. of Counties As- sessing 8 Mills.
1901-1902 .....	..	2	43	..	..	..	..	..
1902-1903	1	..	44	..	..	..	..	..
1903-1904	1	..	43	..	..	..	1	..
1904-1905	2	..	11	5	13	..	13	..
1905-1906 .....	..	1	12	2	17	1	12	1
1906-1907 .....	..	..	7	3	12	5	19	1
1907-1908 .....	..	..	4	1	11	7	22	1
1908-1909 .....	..	..	2	..	5	6	33	1
1909-1910 .....	..	..	2	1	4	..	39	1
1910-1911 .....	..	..	..	1	1	..	45	1

	Value of Buildings.	Value of Furniture.	Value of Apparatus.	Kind of Building.			
				Log.	Frame.	Brick.	Cost Per Pupil in Daily Attendance.
1901-1902	\$ 646,482	\$114,477	\$39,068	207	2,112	17	\$ 7.05
1902-1903	735,583	132,597	40,110	207	2,157	20	10.58
1903-1904	773,952	150,256	43,284	128	2,258	26	11.30
1904-1905	871,646	155,944	37,982	136	2,206	26	12.27
1905-1906	1,013,706	164,281	38,079	72	2,217	24	12.75
1906-1907	1,248,467	188,393	44,078	67	2,205	30	14.92
1907-1908	1,428,997	210,292	46,203	65	2,259	33	16.68
1908-1909	1,748,895	238,450	46,986	32	2,376	45	16.85
1909-1910	1,901,054	277,126	62,565	...	2,449	56	19.85
1910-1911	2,251,611	372,836	68,268	...	2,441	35	19.19

	County Taxes Collected for School Purposes.	State One Mill Tax Collected School Purposes.	Special Tax District Taxes.	Total Receipts from All Sources for School Purposes.
1901-				
1902	\$ 446,798.00	\$ 91,705.45	\$ 99,182.00	\$ 903,402.70
1902-				
1903	450,799.00	90,927.91	75,485.95	960,691.41
1903-				
1904	465,956.00	99,013.32	120,880.00	1,078,089.42
1904-				
1905	530,107.97	105,578.35	139,866.59	1,231,535.82
1905-				
1906	712,640.30	116,257.34	135,122.31	1,473,191.80
1906-				
1907	793,973.00	126,221.50	174,185.00	1,657,975.00
1907-				
1908	778,011.00	120,003.79	175,007.42	1,716,161.00
1908-				
1909	926,218.20	139,228.00	220,837.71	1,935,035.00
1909-				
1910	926,010.00	134,708.00	219,557.19	1,906,778.10
1910-				
1911	959,760.00	173,185.56	278,151.00	2,144,160.71

	Average Salary of Teachers.	Average Salary of Co. Supts.	Expenditures for Schools Proper.			
			For School Buildings.	For School Lots.	For Furniture.	For Apparatus.
1901-1902	\$ 35.57	\$ 719.00	\$ 72,354.00	\$ 12,657.47	\$ 2,120.87	\$ 2,087.69
1902-1903	32.78	733.25	90,587.00	16,724.68	2,059.53	1,363.31
1903-1904	38.49	760.95	61,179.00	15,693.74	1,840.16	10,070.15
1904-1905	38.21	796.69	63,087.16	11,100.07	3,311.84	9,009.31
1905-1906	39.56	837.04	90,482.91	16,681.17	4,933.55	18,744.96
1906-1907	41.62	893.12	139,791.43	18,308.12	5,675.70	11,894.76
1907-1908	44.69	1,107.72	188,062.46	30,376.19	5,995.12	7,022.38
1908-1909	47.40	1,208.16	201,088.09	27,733.05	5,505.26	2,264.88
1909-1910	52.16	1,278.51	219,040.79	22,074.00	7,146.03	33,113.80
1910-1911 .....	.....	1,303.20	295,153.39	18,208.93	30,073.14	11,338.95

Inasmuch as the report of the Committee on the Revision and Codification of the School Laws of the State of Florida was not filed in time to be incorporated in my last Bi-ennial Report, and as this report is considered of sufficient moment to become a permanent document in the files of the office of the State Superintendent of Public Instruction, it is given place in this Bi-ennial Report.

REPORT OF COMMITTEE.

Tallahassee, Fla., March 20, 1911.

Hon. Albert W. Gilchrist, Governor,
Tallahassee, Fla.

Dear Sir:

On the 9th day of September, A. D. 1910, you appointed a "Committee on the Revision and Codification of the School Laws of the State of Florida," composed of the following named persons, to-wit:

W. M. Holloway, State Superintendent of Public Instruction, Chairman.

Hon. W. A. Blount, Attorney at Law, Pensacola.

Hon. W. F. Stovall, Editor The Morning Tribune, Tampa.

Hon. Frank Adams, President Barnett National Bank, Jacksonville.

Dr. A. A. Murphree, President of the University of Florida, Gainesville.

Hon. L. W. Buchholz, County Superintendent of Public Instruction, Tampa.

Prof. L. B. Edwards, Principal of the Suwannee County High School, Live Oak.

Hon. J. L. Kelley, County Superintendent of Public Instruction, Gainesville.

Prof. Asa. B. Clark, Principal of the Gadsden County High School, Quincy.

Captain G. M. Lynch, State High School Inspector and Professor of Secondary Education in the University of Florida, Gainesville.

Dr. W. F. Blackman, President of Rollins College, Winter Park.

Hon. T. J. Appleyard, Secretary of the Florida Press Association, Lake City.

Hon. J. T. Diamond, County Superintendent of Public Instruction, Milton.

Hon. T. F. McGarry, Capitalist, Jacksonville, and

Hon. Glenn Terrell, Principal of the Sumter County High School, and Member of the Legislature, Webster.

This Educational Commission met on the 28th day of October, A. D. 1910, at the Aragon Hotel, Jacksonville, and effected a permanent organization, as follows: W. M. Holloway, Chairman; T. J. Appleyard, Secretary. At that meeting the Commission began the work of reviewing and digesting the existing School Laws, and discussing at some length the legislation which appeared to be needed; but did not complete its task.

At a subsequent meeting at the same place, called by the Chairman, on the 1st day of March, A. D. 1911, the Commission continued its labors, and the result thereof is herewith submitted, consisting of proposed amendments to the State Constitution; amendments to the statutes now in force, and new legislation, hereto appended.

The Commission thought it best not to make very many radical changes in existing laws, and to recommend only such as in its judgment are absolutely necessary for present and immediate future needs.

The Commission adjourned, subject to the call of the Chairman.

T. J. APPLEYARD,
Secretary.

W. M. HOLLOWAY,
Chairman.

CONSTITUTIONAL AMENDMENTS, NEW LAWS,
AND CHANGES OF LAWS SUGGESTED.

A Joint Resolution Proposing an Amendment to Article 12 of the Constitution of the State of Florida, Relative to Education, to be Known as Section 16, of Said Article Providing for the Levy of a Special Tax for the Support and Maintenance of the Rural Graded, Junior and Senior High Schools, and the University of Florida, The Florida State College for Women, the Florida School for the Deaf and the Blind, the Florida Agricultural and Mechanical College for Negroes.

Be it Resolved by the Legislature of the State of Florida:

That the following Amendment to Article 12 of the Constitution of the State of Florida, to be known as Section 16 of said article, be and the same is hereby agreed to and shall be submitted to the electors of the State at the next general election of Representatives, to be held in the year 1912, for ratification or rejection:

Section 16. A special tax of one mill on the dollar of all taxable property in the State shall be levied annually, half of which amount shall be apportioned to the counties for the maintenance of rural graded, junior and senior high schools; the other half to be used for buildings, equipment and maintenance of the University of Florida, the Florida State College for Women, the Florida School for the Deaf and the Blind, and the Florida Agricultural and Mechanical College for Negroes, or any State educational institutions that may be established in future, which shall be paid in to the State Treasurer and set apart by him to the credit of the State Board of Education to be apportioned and disposed of for the benefit of said institutions as required by the act creating and maintaining the same, known as Chapter 5384 of the Laws of Flor-

ida, approved June 5th, 1905, or any additions thereto or amendments thereof.

A Joint Resolution Proposing to Amend Section 10 of Article 12 of the Constitution, Relative to Education.

Be it Resolved by the Legislature of the State of Florida:

That Section ten (10) of Article twelve (12) of the Constitution of the State of Florida be and the same is hereby amended so as to read as follows, viz.:

Sec. 10. The Legislature may provide for the division of any county or counties into convenient school districts; and for the election every four years of three school trustees, who shall hold their office for four years, and who shall have the supervision of all the schools within the district; and for the levying and collection of a district school tax, for the exclusive use of public free schools within the district, whenever a majority of the qualified electors thereof that pay a tax on real or personal property, voting at such election, shall vote in favor of such levy; Provided, That any tax authorized by this section shall not exceed five mills on the dollar in any one year on the taxable property of the district.

That the foregoing amendment to Section 10 of Article 12 of the Constitution is hereby agreed to and the same shall be submitted to the electors of the State for approval or rejection at the next general election, to be held on the first Tuesday after the first Monday in November, A. D. 1912.

A Joint Resolution Proposing an Amendment to Article 12 of the Constitution of the State of Florida, Relative to Education, to be Known as Section 17 of Said Article. Providing for the Issuance of Bonds by Incorporated

Cities and Towns, Regular School Districts, and Special Tax School Districts, for the Exclusive Use of Public Free Schools Within Such City, Town or School District, and Authorizing the levy of a Tax to Create a Sinking Fund for the Payment of the Interest and Redemption of Such Bonds.

Be it Resolved by the Legislature of the State of Florida:

That the following amendment to Article 12 of the Constitution of the State of Florida, to be known as Section 17 of said Article, be, and the same is hereby agreed to, and shall be submitted to the electors of the State at the next general election of Representatives, to be held in the year A. D. 1912, for ratification or rejection:

Sec. 17. The Legislature may provide for incorporated cities and towns, regular school districts, and special tax school districts, to issue bonds for the exclusive use of public free schools within any such city, town, regular school district or special tax school district, whenever a majority of the qualified electors thereof that pay a tax on real or personal property, shall vote in favor of the issuance of such bonds. Whenever any such city, town or school district has voted in favor of the issuance of such bonds, a tax not to exceed five mills on the dollar, in any one year, on the taxable property within the district voting for the issue of bonds, shall be levied in accordance with law providing for the levying of taxes, to become a fund for the payment of the interest and redemption of such bonds.

A Bill to be Entitled An Act to Secure Better Attendance Upon the Public Schools of the Counties in This State.

Be it Enacted by the Legislature of the State of Florida:

Section 1. Every parent, guardian, or other person who resides in any school district or city, and who has

control of any child or children of or between the ages of seven and fifteen years, shall send such child or children to a public or private school for a term of at least four months, consecutively, in each school year:

Provided, however, That a school is maintained in the district where the child resides:

Provided, further, That such child or children may be excused from such attendance for the whole or any part of such period by the County Board of Public Instruction upon its being shown to the satisfaction of said Board:

That such child's bodily or mental condition is such as to prevent his attendance at school or application to study for the period required; or that such child is taught at home in such branches of study as are usually taught in public schools, subject to the same examination as other pupils of such district or city.

Sec. 2. The Supervisor of a regular school district or the chairman of the Board of Trustees of a special tax school district shall serve as the truant officer in his district. It shall be the duty of the truant officer to investigate all cases of truancy or non-attendance at school and report the same to the County Superintendent of Public Instruction, who shall immediately notify the person having control of such child forthwith to send to and keep him in school. By order of the County Board of Public Instruction the truant officer may arrest without warrant and take to school any such child.

Sec. 3. Any person who shall fail or refuse to send to or keep in school any child of whom he has legal charge or control, and who is required by law to attend school, when notified by the truant officer so to do, and any person who induces or attempts to induce any such child unlawfully to absent himself from school, or who knowingly harbors or employs, while school is in session, any child unlawfully absent from school, shall be guilty of a misdemeanor, and shall be punished by a fine of not to exceed fifty dollars, or by imprisonment in the county

jail for not more than thirty days. All such fines, when collected, shall be paid into the county treasury for the benefit of the school district in which such offense is committed.

Sec. 4. It shall be the duty of the Board of Public Instruction of any county to enforce compulsory attendance upon the schools of such county, regular school district, or special tax school district thereof, upon the presentation of a petition by a majority of the qualified electors that pay a tax on real or personal property therein, stating that such attendance is desired.

Sec. 5. All laws or parts of laws in conflict with this act are hereby repealed.

Sec. 6. This act shall take effect upon its passage and approval by the Governor.

A Bill to be Entitled An Act Authorizing and Directing the County Treasurers to Transfer the Surplus Money of the Fine and Forfeiture Fund to the School Fund of the Respective Counties, and That the Same Be Used for School purposes.

Be it Enacted by the Legislature of the State of Florida:

Section 1. That the County Treasurers of the counties of this State are hereby authorized and directed to transfer quarterly to the school fund the surplus funds or money in the fine and forfeiture fund, not used in meeting the proper costs and expenditures of said fund, to the school fund of their respective counties; which said surplus shall be used by the County Board of Public Instruction for school purposes as is provided by law; Provided, The County Treasurers shall retain 20 per cent of all the surplus funds in the fine and forfeiture fund of their respective counties (excepting the net proceeds of fines as mentioned in Section 2 of this act) towards meeting

the expenses of the fine and forfeiture fund for the next ensuing quarter of the year.

Sec. 2. That the net proceeds of all fines collected under the penal laws of the State within the county shall be used exclusively for school purposes within the counties respectively; and it shall be the duty of the Clerk of the Circuit Court for each county as the Clerk of the Board of County Commissioners to audit said fines, and to report quarterly to the County Treasurer of his county the net proceeds thereof, upon which said report the County Treasurer of said county shall transfer said amount of net proceeds of such fines so collected to the school fund of his county.

Sec. 3. That the first quarterly transfer of said funds shall be on July 1, 1911, for the quarter of the year ending June 30th, 1911, and such transfer shall be made quarterly thereafter.

Sec. 4. This act shall take effect upon its passage and approval by the Governor.

Sec. 5. All laws and parts of laws in conflict with this act are hereby repealed.

A Bill to be Entitled An Act to Make Mandatory at Least One High School in Each County of This State.

Be it Enacted by the Legislature of the State of Florida:

Section 1. That, beginning with the school year 1911-12, it shall be the duty of the Board of Public Instruction of each and every county in the State of Florida to maintain at least one high school for a full term of eight months in every year, with a corps of teachers, one or more of whom shall be capable of giving approved instruction in the subjects embraced in the State high school course of study.

Sec. 2. As soon as a sufficient number of pupils in the schools of any county are qualified to pursue the course of study prescribed by the State for a junior or senior high school, it shall be the duty of the Board of Public Instruction to cause such course to be taught.

Sec. 3. Instruction in such school shall be free to every pupil within the county who may be prepared to enter any of the high school grades and desiring to enter said high school; Provided, That any such school not having pupils sufficiently advanced in their studies to create high school grades shall be maintained and operated for eight months in each and every year until the high school course can be introduced, and thereafter maintained annually as a high school.

Sec. 4. The County Board of Public Instruction of any county failing to comply with the provisions of this act shall be subject to removal by the Governor for failure to discharge its duty to the educable youth of the county.

Sec. 5. All laws or parts of laws in conflict with this act are hereby repealed.

Sec. 6. This act shall take effect immediately upon its passage and approval by the Governor.

A Bill to be Entitled An Act to Provide for the Issuing of Teachers' First Grade Certificates, Also State Certificates, to Persons Holding a Diploma from the Normal Department of the University of Florida, or from the Normal Department of the Florida State College for Women, and Other Chartered Institutions of Florida.

Whereas, The University of Florida and the Florida State College for Women each has a Normal Department in which a thorough course of four years is required before persons are granted a diploma, and the branches

taught in this Normal course are the same as those required in a first grade teachers' certificate, also in a State certificate, issued under the uniform examination of the State of Florida; and,

Whereas, The Normal Departments of the University of Florida and the Florida State College for Women are under the direction and control of the Board of Control and the State Board of Education; therefore,

Be it Enacted by the Legislature of the State of Florida:

Section 1. That any person holding a diploma from the Normal Department of the University of Florida or the Florida State College for Women, or any person who has completed successfully the course in arts and sciences in the University of Florida or the Florida State College for Women, and who has specialized during two years in educational subjects, shall be and is hereby entitled to a first grade teacher's certificate, and such certificate to all intents and purposes shall be the same as a first grade certificate issued under the uniform examination of the State of Florida.

Sec. 2. Whenever the holder of a diploma issued from the Normal Department of the University of Florida or the Florida State College for Women shall apply to the County Superintendent of any county in the State for a first grade teacher's certificate, he shall, without examination, issue to such person such certificate.

Sec. 3. Whenever the holder of a first grade certificate issued under the provisions of this act shall present to the State Superintendent satisfactory evidence that he has taught school successfully in this State for a period of eighteen months, it shall be the duty of the State Superintendent to issue a State certificate to such applicant.

Sec. 4. Any other chartered educational institution in Florida that complies with the provisions in the preamble of this act may apply to the State Board of Education to

have its diploma recognized as specified in sections two and three of this act with reference to the University of Florida and Florida State College for Women. When such application is made, the course of study, the equipment, and the requirements for graduation of such school shall thereupon and annually thereafter be inspected by a committee consisting of the State Superintendent of Public Instruction, the State Inspector of Public High Schools, and the State Inspector of Elementary Rural Schools. Upon favorable report of the committee to the State Board of Education, the latter shall authorize, empower and direct the State Superintendent of Public Instruction to recognize the diploma of such school the same as the diploma of the University of Florida and the diploma of the Florida State College for Women, and the State Superintendent of Public Instruction shall instruct the County Superintendents of Public Instruction of the various counties to so recognize them.

Sec. 5. All laws or parts of laws in conflict with this act are hereby repealed.

Sec. 6. This act shall take effect immediately upon its passage and approval by the Governor.

A Bill to be Entitled An Act to Secure to the People of Florida School Text Books at Reduced Prices; to Provide Special Editions of Said Books at Low Prices; to Provide for the Exchange of Books, Without Cost, to Children Who Move From County to County; to Provide for the Filing of Contracts; to Provide for the State Superintendent of Public Instruction to Supply Information to County Superintendents; to Authorize County Boards of Public Instruction to Make Contracts With Publishers; to Provide for a Penalty for Any Dealer, Clerk, or Agent Who May Sell School Text Books at Greater Prices Than Contract Prices; to

Empower the Removal of Members of County Boards of Public Instruction Refusing to Comply With the Requirements of This Act; and for Other Purposes.

Be it Enacted by the Legislature of the State of Florida:

Section 1. That within sixty (60) days after the passage and approval of this act, all publishers who may offer school text books for adoption in any county or counties of the State shall certify to the County Superintendent of Public Instruction, before such adoption occurs, that the prices at which such books are offered for adoption and purchase by the said county or counties are as low as the prices at which the books are offered for purchase where similar methods of adoption prevail in other parts of the United States.

Sec. 2. That when special, cheap editions of any school text books that are offered in regular editions in any county or counties in Florida are furnished at reduced prices elsewhere in any school district, county, or State in the United States, the publisher of such special, cheap editions shall furnish the same at said reduced prices wherever and whenever such special, cheap editions may be required in any county or counties of Florida.

Sec. 3. Publishers who may hereafter furnish school text books in any county or counties of Florida under the provisions of this act, shall file with the State Superintendent of Public Instruction a list of each and every book so furnished, together with the prices named in the contract with said counties.

Sec. 4. After each and every adoption of school text books by the County Boards of Public Instruction, said Boards are hereby empowered to enter into contracts with the publishers of said books for a proper supply of same for the patrons of the schools for a period of not less than five (5) years, which said contracts shall be binding upon the parties thereto until their legal expiration; and all

such contracts shall set forth the prices and terms agreed upon between the publishers and the said County Boards of Public Instruction.

Sec. 5. One copy of said contract and certificate shall be kept on file and preserved in the office of the said County Board of Public Instruction, and shall also be spread upon the minutes of the Board; and a duplicate of said contract and certificate shall be retained and held by the publisher or publishers who are party to the same.

Sec. 6. Upon the request of any County Board of Public Instruction, the State Superintendent of Public Instruction shall furnish copies of the certified statement of publishers giving prices, as provided for in Section 3 of this act.

Sec. 7. That in future, before any County Board of Public Instruction shall make any regular, new, or additional adoption under the provisions of this act, said Board shall give notice by publishing in one or more newspapers of the county, for a period of not less than four (4) weeks, of their intention to make such regular, new, or additional adoption, which said notice shall state the time and place at which said Board will meet for the purpose of making such adoptions; and the said Board shall make no regular, new, or additional adoption without first giving the published notice required in this section.

Sec. 8. Any dealer in school text books, or clerk, or agent for the sale of such books, who shall be party to any contract made in pursuance of this act, or who shall be or become the agent for the distribution of any school text books adopted under this act to be sold by contract as aforesaid, and who shall sell any book for a greater price than the price agreed upon in said contract, shall be guilty of a misdemeanor, and upon conviction shall be punished by fine not exceeding twenty dollars (\$20.00) for each and every offense for which he may be so convicted.

Sec. 9. When any child whose parents or guardian are

bona fide residents of this State, said child being an actual attendant upon one of the public schools of this State, removes into another county in which are used text books different from those said child is using at the time of such change of residence, said child shall be supplied with the said different text books by the publishers, or by the publishers' agents, whose text books are adopted and used in said county into which said child removes; Provided, That said child returns to the publishers or publishers' agents the old text books last used in accordance with the exchange contract, and presents to the publishers or publishers' agents a certificate signed by said child's teacher, countersigned by the County Superintendent of Public Instruction of the county of which said child is last a resident, and also by the County Superintendent of Public Instruction of the county into which said child removes, which said certificate shall show said child's actual school attendance, and the names and grades of the text books said child used at the time of said child's change of residence; Provided, further, That only text books of the same grade can be exchanged under the provisions of this section.

Sec. 10. Any member of the County Board of Public Instruction who shall refuse or neglect to comply with the requirements of this act shall be subject to removal from office, and his successor shall be appointed to fill the unexpired term of the person or persons so removed in the same manner as the vacancy would be filled which was caused by the death or resignation of any member of said Board.

Sec. 11. That the Attorney General be, and is hereby authorized and directed, at the request of the State Superintendent of Public Instruction, to prepare a blank form of contract under this act, copies of which shall be furnished to the various County Superintendents of Public Instruction by the State Superintendent of Public Instruction.

Sec. 12. Any part or parts of existing laws inconsistent with this act are hereby repealed.

A Bill to be Entitled An Act to Amend Section 358 of the General Statutes of the State of Florida, Relating to Penalty for Cheating.

Be it Enacted by the Legislature of the State of Florida:

Section. 1. That Section 358 of the General Statutes of the State of Florida, relating to Penalty for Cheating, be and the same is hereby amended to read as follows:

"358. Any person or persons who shall be found guilty of securing or attempting to secure the prepared questions, or who shall furnish the prepared questions to any teacher or other person in any other way than prescribed by this act, shall be punished by imprisonment not exceeding one year, or by fine not exceeding five hundred dollars, and shall be debarred from teaching a school or from holding any school office in this State."

Sec. 2. All laws or parts of laws in conflict with this act are hereby repealed.

Sec. 3. This act shall take effect immediately upon its passage and approval by the Governor.

A Bill to be Entitled An Act to Amend Section 378 of the General Statutes of the State of Florida, Relating to Pay of Grading Committee.

Be it Enacted by the Legislature of the State of Florida:

Section. 1. That Section 378 of the General Statutes of the State of Florida, relating to pay of Grading Com-

mittee, be and the same is hereby amended to read as follows:

"378. It shall be the duty of the County Board to pay the members of the Grading Committee four dollars per day, and ten cents a mile each way, one trip, for the actual distance traveled, and for the time necessary for them to perform their work. In estimating a day, eight hours' actual service shall be counted a day, and not more than six days shall be allowed for the completion of the grading of all the papers after any examination."

Sec. 2. All laws or parts of laws in conflict with this act are hereby repealed.

Sec. 3. This act shall take effect immediately upon its passage and approval by the Governor.

A Bill to be Entitled An Act to Amend Sections 365 and 367 of the General Statutes of the State of Florida Relating to the Certification of Teachers' Third Grade Certificates, and First Grade Certificates.

Be it Enacted by the Legislature of the State of Florida:

Section. 1. That Sections 365 and 367 of the General Statutes of the State of Florida relating to third grade certificates and first grade certificates, respectively, be and the same are hereby amended to read as follows:

"365. A third grade certificate shall be issued to any eligible applicant who, in the uniform examination in penmanship, orthography, reading, geography, arithmetic, English grammar, United States history, physiology, theory and practice of teaching, composition, civil government and the elements of agriculture, shall have made a grade in no branch below 50 per cent., and an average grade of 65 per cent. in all the above branches.

"A third grade certificate shall be valid for two years from the date of issue, except as otherwise provided by law.

"367. A first grade certificate shall be issued to any eligible applicant who shall have been examined in all the branches prescribed for a third grade certificate, and in algebra and physical geography, and who shall have made a grade in no branch below 65 per cent. and an average of 80 per cent. in all the aforesaid branches.

"A first grade certificate shall be valid for five years from date of issue, except as otherwise provided by law."

Sec. 2. All laws or parts of laws in conflict with this act are hereby repealed.

Sec. 3. This act shall take effect immediately upon its passage and approval by the Governor.

A Bill to be Entitled An Act to Amend Section 370 of the General Statutes of the State of Florida, Relating to State Certificates.

Be it Enacted by the Legislature of the State of Florida:

Section 1. That Section 370 of the General Statutes of the State of Florida, relating to State certificates, be and the same is hereby amended to read as follows:

"370. A State certificate may be issued by the State Superintendent to any eligible applicant who shall have taught twenty-four months in all, eight months under a first grade certificate obtained in this State, or an equal length of time under an equal or better certificate in some other State, and shall have passed an examination conducted by the State Superintendent of Public Instruction on plane geometry, plane trigonometry, physics, botany, zoology, four years' Latin, rhetoric, English literature,

psychology and general history, and shall have made an average grade of 85 per cent with a grade in no branch below 60 per cent.

"A State certificate shall be valid for five years from date of issue, and shall be valid throughout the State."

Sec. 2. All laws or parts of laws in conflict with this act are hereby repealed.

Sec. 3. This act shall take effect immediately upon its passage and approval by the Governor.

A Bill to be Entitled An Act to Amend Section 371 of the General Statutes of the State of Florida, Relating to Life Certificates.

Be it Enacted by the Legislature of the State of Florida:

Section 1. That Section 371 of the General Statutes of the State of Florida, relating to life certificates, be and the same is hereby amended to read as follows:

"371. A life certificate, good in any part of the State and of perpetual validity, may be issued by the State Superintendent of Public Instruction, without examination, to any teacher holding a State certificate issued since January 1, 1894, and who has successfully done high school or college teaching in this State for a period of eight months under a State certificate, and who shall present satisfactory endorsement showing eminent ability in teaching and school government from three persons holding life certificates."

Sec. 2. All laws or parts of laws in conflict with this act are hereby repealed.

Sec. 3. This act shall take effect immediately upon its passage and approval by the Governor.

A Bill to be Entitled An Act to Repeal Chapter 4666, Laws of 1899: An Act Relating to the Collection of and Accounting for Poll Taxes Collected in This State.

Be it Enacted by the Legislature of the State of Florida:

Section 1. That Chapter 4666, Laws of 1899, an act relating to the collection of and accounting for poll taxes collected in this State, be and the same is hereby repealed.

Sec. 2. This act shall take effect immediately upon its passage and approval by the Governor.

CHAPTER II.

GENERAL REPORTS OF COUNTY SUPERINTENDENTS.

ALACHUA COUNTY.

Gainesville, Fla., Oct. 8, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—The waste in educational work is, in a great measure, due to a lack of professional supervision. It is a physical impossibility for any Superintendent in the State, however willing and qualified for the service, to efficiently supervise his schools and discharge the clerical and administrative duties of his office. I heartily favor legislation that would authorize the Boards of Public Instruction to employ expert field workers among the schools.

In the past we have contented ourselves with an interpretation of monthly and final reports and short visits at long intervals. This year we propose to improve the methods of supervision and obtain a closer insight into the work of the schools.

FIRST: THROUGH A SYSTEM OF EXAMINATIONS.

A committee of teachers, each of whom is thoroughly familiar with the workings of our graded and ungraded schools and the conditions under which they will operate,

will make a set of questions on the subjects pursued in each grade from the 4th to the 10th, inclusive.

Near the close of each term sets of these questions will be sent to the schools and the pupil's papers returned to the Superintendent's office and graded by the Committee. A copy of the grades will be returned to the teachers and promotion will be based upon these and the general class record for the year. In grading papers, special emphasis will be placed upon neatness, expression, writing, spelling and the mastery of the principles studied in each subject.

At the beginning of each term hereafter all pupils applying for admission to any one of the grades mentioned above, and not having been regularly promoted as a result of the above mentioned final examination, shall be required to take an entrance examination, the questions for which shall be prepared and the papers graded as previously stated.

Pupils presenting records of work done in reputable schools of other counties may be permitted to enter the grades to which their records show they were promoted, but the Superintendent and Committee will decide upon the merits of the records presented.

The regulation as to promotion is not to be construed to interfere with those schools that desire to make additional requirements and maintain a higher standard of promotion; but the pupils of these schools will be required to take the final examination and no pupil will be entitled to promotion if he falls below the average required by the Board. This will give us not only a close insight into the work of the school, but will place every pupil in the County on an equal footing in the matter of promotion.

SECOND: THROUGH BI-MONTHLY EXAMINATIONS IN SPELLING.

Examinations for the fourth grade and all higher grades in spelling will be held bi-monthly. Blank pads with car-

bon will be furnished by the county to each pupil. The examination is made in triplicate; the original is mailed to the Superintendent's office, one copy is retained by the teacher and one copy is sent to the parent or guardian. The original is re-graded in the Superintendent's office, and the teacher is furnished with the corrections and criticisms made.

THIRD: THROUGH PERSONAL VISITS.

Through the generosity of my Board I shall be relieved of much of the drudgery of the clerical work of my office, thus giving me the major part of my time for field work.

AN ANNUAL RECORD BOOK.

A book in which will be recorded the names, ages, parent or guardian and grade of pupils, the monthly record and final examination in class work, deportment, effort, etc., will be furnished by the Board to each teacher. Each pupil will be given a space covering a period of eight years.

There will also be noted an inventory of the house, grounds and equipment. The Record Book will be returned to the County Superintendent at the close of each school term.

MOTION PICTURE PLAN.

In the matter of giving the child a personal interest in the subjects he is pursuing we have decided upon a plan, which, so far as I can learn, will be tried here for the first time in the South. We have purchased an Edison Kinetoscope, a motion picture machine. The reels will show the great epoch-making events in history, the vital facts in geography, hygiene and sanitation, scientific agriculture, home and farm architecture and engineering, etc. The

best works of art, natural scenery and the "Beauty Spots" of America will aid in cultivating and developing the sense of beauty in our children. We hope to show through these motion pictures that the farm has contributed and is contributing the major part in the building of civilization; that educated intelligence is more imperative on the farm than in the city population; that the possibilities of the farm are immeasurable.

We do not purpose to wait for the next generation to work out all our ideals, and, therefore, shall make an appeal to the "Grown-ups." The plan determined upon is to visit each school in the county, notifying each school and the patrons in advance. At each meeting a lecture covering the principal features of the reels will be delivered and at the close of the meeting a heart-to-heart talk will be had in the matters directly concerning the children and the school. I hope to have a kinetoscope in every school district in the County.

ENCOURAGEMENT OF SPECIAL ACTIVITIES.

We believe the school should be the clearing-house of every activity in the community, that its influence should be felt at every angle of community life. Our endeavor is to organize the opportunities of the district for the benefit of the child. To aid us in this work we have decided to push more earnestly the Girls' Canning Clubs. Wherever we find a district willing to co-operate with us in these movements we shall give them all the help that lies within our power. In these efforts we shall have the hearty co-operation of the Agricultural College of the University of Florida. Last year we enjoyed the distinction of having the largest Corn Club in any county in the United States, and this year we hope for a similar distinction for the Girls' Club.

EQUIPMENT.

It is our plan to have every school fully equipped by November with all apparatus necessary to carry on successful work. Maps, charts, dictionaries, globes, etc., will be furnished the schools at once. Only a few of the schools are now without this equipment. Arrangements have also been made to paint the outside and, where not plastered the inside of every school house in the county.

BUILDINGS.

Not the least negligible factor in the business of education is the building in which the children will live the most precious period of their lives. The architecture and construction of a school house very materially affect the safety and convenience of the children, their physical well being, the discipline and effectiveness of class work. These values and others of equal importance have caused the Board to rebuild, remodel and improve a number of houses in the county.

During the year 1910-11, \$2,128.95 were spent in additions and repairs to old buildings; \$6,673.72 in the erection of new buildings; \$948.98 for furniture and \$972.00 for apparatus. In the year 1911-12, \$25,254.67 were expended in enlarging, repairing and remodeling and painting old buildings; \$53,772.05 in the erection of six new buildings; \$1,117.49 for furniture; \$657.80 for apparatus; \$4,000 for water, sewage and sanitation and \$11,000.00 for enlargement of school grounds. Extending the period to October 1, 1912, we could add \$2,261.51 to the furniture item for 1911-12 and \$1,136.20 to the apparatus item for 1911-12.

SEWAGE AND SANITATION.

In small towns where there is no regular system of water works we have decided to inaugurate the Rain sys-

tem of sewage. The total cost of putting in the plant in the Alachua school, including labor, gasoline engine, tank, faucets, basins and toilet fixtures was one thousand dollars.

HIGH SCHOOLS.

The location of the nine Junior High Schools and the two Senior High Schools makes it possible for nearly every boy and girl in the county who wishes to complete a high school course of study to do so without any great outlay of money or inconvenience due to long absence from home. Trenton is in the extreme western end of the county, Newberry in the middle west, Alachua and High Springs in the northwest, Micanopy in the south, Archer in the southwest, Rochelle and Hawthorne in the southeast, Island Grove in the extreme southeast, Waldo in the northeast and Gainesville in the center of the county. Five of these schools are housed in handsome brick buildings, and are fully equipped and under the direction of strong teachers.

The Gainesville Graded and High School, with the new High School building, completed October 7, 1912, is perhaps one of the most valuable school plants in the State. The present value of the property, buildings and lot, the latter covering eight acres in the heart of the city, is \$125,000.

FINANCES AND SPECIAL TAX SCHOOL DISTRICTS AND FINANCES.

There are thirty-eight special tax school districts in Alachua County. All levy three mills, with a single exception. The income the past year was \$16,140.75. This fund is of great benefit. It is used in supplementing salaries, extending school terms, erecting new buildings, furnishing apparatus and meeting incidental expenses. Thirty of these districts, combined, have a net cash balance on July 1, 1912, \$7,181.56; while eight of them are

in debt to the amount of \$34,904.05 for new buildings, real estate and repairs.

That part of the Annual Report form devoted to Special School Tax District reports was doubtless intended by its creator to be an intelligent statement, or balance sheet, which would show the amount and source of the income, receipts, expenditures and credit balances of the districts. It is an anomaly, truly unique. One of its glaring peculiarities is that it frequently shows more money spent than is received and still shows a credit balance. This feature alone makes it a farce. It is impossible to make an intelligent statement on the form. To illustrate, in the annual report which I have just submitted you will note the Gainesville Special District shows under "Amount collected" \$4,730.22; under "Amount expended" \$88,289.72, with no explanation as to where the excess in "Amount expended" came from. On the same page you will note Hawthorne Special District shows under "Amount collected" \$523.24; under "Amount expended" \$230.86 and "Cash in hand" \$568.17. According to this, after spending \$230.86 out of \$523.24 we still have \$568.17 cash in hand.

The following is a balance sheet which throws light on the tangle in the present annual report of the two districts above mentioned.

	No. of Mills.	Amount Assessed.	Amount Collected.	Amount Received from Borrowed Money.	Amount Received from Other Sources.	Cash on Hand Last Report.	Total Receipts.	Dr. Balance Last Report.	Amount Prorated.	Amount Expended.	Total Expenditures.	Net Indebtedness.	Net Cash.
Hawthorne No. 21....	3	\$ 519.12	\$ 523.24	\$	\$	\$ 275.79	\$ 799.03	\$...	\$...	\$ 230.86	\$ 230.86	\$	\$568.17
Gainesville No. 26....	3	5,244.33	4,730.22	50,000.00	518.99	1,123.55	56,372.76	....	....	88,289.72	88,289.72	31,916.96	.....

KEY TO BALANCE SHEET.

Do not add columns one and two. The totals of columns 3, 4, 5 and 6 must balance with total of column 7, total receipts. Columns 8, 9 and 10 must balance with column 11, total expenditures. Column 10 subtracted from column 7, when receipts are greater than disbursements, will give the net cash to the credit of the district, shown in column 13. When the amount in column 11 is greater than amount in column 7 subtract the latter from the former and the net indebtedness will be found, shown in column 12. Total of columns 11 and 13 should balance with column 7 unless more is disbursed than received. In that event subtract the amount in column 12 from sum of amounts in columns 11 and 13, which will give a balance with column 7.

I am also sending you, for inspection, balance sheets for the 38 Special School Tax Districts in Alachua County, which will show the correct status of affairs. The annual report forces me to make a statement showing the Alachua County Common School Fund with a net indebtedness of \$19,507.63. The fact is, the Common Fund has outstanding warrants to the amount of \$1,157.61 and cash in hand \$27,621.94, leaving a net cash balance of \$26,464.33. The common fund is no more liable for the obligations of the Special Districts than the State is for the indebtedness of any municipality within its borders. The Annual Report blanks furnished the Boards of Public Instruction should segregate the different funds and expenditures so that intelligent and truthful statements of the financial conditions of the county can be made.

The Key above given will explain the relation of the items and balances in the following table:

ALACHUA COUNTY SPECIAL DISTRICT REPORT 1911-12.

PART I.

	No. of Mills.	Amount Assessed.	Amount Collected.	Amount Received from Borrowed Money.	Amount Received from Other Sources.	Cash on Hand Last Report.	Total Receipts.
LaCrosse No. 8.....	3	\$ 193.77	\$ 153.23			\$ 81.72	\$ 234.95
Jonesville No. 9.....	3	195.36	196.43			191.43	387.86
Gracy No. 11.....	3	135.79	107.13			23.35	130.48
Rose Hill No. 27.....	3	60.20	36.36			39.45	75.81
Lochloosa No. 29.....	3	127.45	80.35			227.74	303.09
Cherry Sink No. 41.....	3	256.00	247.60			244.43	492.03
Hague No. 48.....	3	243.43	251.15			178.51	429.66
Perseverance No. 43.....	3	150.54	202.75			414.26	617.01
Campville No. 50.....	3	138.12	78.48			68.35	146.83
Roadfield No. 54.....	3	99.81	104.16			153.17	257.33
Willeford No. 88.....	3	265.30	286.95			253.67	540.62
Tacoma No. 69.....	3	129.64	187.88	90.00			277.88
Haynesworth No. 81.....	3	160.74	155.85			117.56	273.41
Bell No. 85.....	3	216.98	132.46				182.46
Rock Hill No. 86.....	3	95.94	133.70			206.40	340.10
Melrose No. 13.....	1	33.65	37.40			42.93	80.33
Santa Fe No. 25.....	3	197.93	192.26				192.26

Island Grove No. 18.....	3	215.97	224.16	.....	.....	38.07	262.23
Evinston No. 62.....	3	119.75	109.22	.....	.....	64.40	173.62
Archer No. 10.....	3	606.20	544.46	.....	.....	138.52	682.98
Alachua No. 23.....	3	912.03	857.41	.....	.....	618.72	1,470.13
Micanopy No. 15.....	3	720.23	709.22	.....	.....	113.86	828.08
Newberry No. 73.....	3	1,763.31	1,697.84	.....	.....	1,608.23	3,306.12
Trenton No. 16.....	3	434.18	607.27	.....	.....	153.92	761.19
Waldo No. 24.....	3	555.59	541.47	.....	.....	354.66	896.13
Rochelle No. 3.....	3	353.38	282.53	.....	.....	315.22	597.75
Fairbanks No. 5.....	3	160.10	209.84	.....	.....	69.28	279.12
Hawthorne No. 21.....	3	519.12	523.24	.....	.....	575.79	799.03
High Springs No. 47.....	3	987.96	1,029.46	.....	.....	.....	1,029.46
Gainesville No. 26.....	3	5,244.33	4,730.22	50,000.00	518.99	1,123.55	56,372.76
Rocky Point No. 76.....	3	187.28	272.26	.....	.....	173.44	445.70
Godwin, No. 20.....	3	144.23	137.59	.....	.....	.....	137.59
Louise No. 42.....	3	132.04	148.80	.....	.....	231.91	380.71
Bland No. 17.....	3	147.58	159.75	.....	.....	57.40	217.15
Arredondo No. 1.....	3	127.23	152.35	.....	.....	369.63	522.54
Orange Heights No. 38.....	3	211.25	185.38	.....	.....	82.04	267.92
Stroble No. 31.....	3	499.85	290.56	.....	.....	158.93	449.49
Windsor No. 45.....	3	69.72	92.58	.....	.....	101.52	194.10
Totals		\$16,816.98	\$16,140.75	\$50,090.00	\$518.49	\$8,297.17	\$75,046.91

ALACHUA COUNTY SPECIAL DISTRICT REPORT 1911-12.

PART II.

	No. of Mills.	Dr. Balance Last Report.	Amount Prorated.	Amount Expended.	Total Expense.	Net Indebtedness.	Net Cash.
LaCrosse No. 3.....	3	\$.....	\$.....	\$ 273.40	\$ 273.40	\$ 38.45	\$.....
Jonesville No. 9.....	3	.....	.....	67.87	67.87	.....	319.99
Gracy No. 11.....	3	.....	.....	130.48	130.48	.....	.....
Rose Hill No. 27.....	3	.....	.....	62.46	62.46	.....	13.35
Lochloosa No. 29.....	3	.....	.....	88.20	88.20	.....	219.89
Cherry Sink No. 41.....	3	.....	.....	183.10	183.10	.....	308.93
Hague No. 48.....	3	.....	.....	209.04	209.04	.....	220.62
Perseverance No. 43.....	3	.....	.....	61.52	61.52	.....	555.49
Campville No. 50.....	3	.....	.....	86.23	86.23	.....	60.60
Roadfield No. 54.....	3	.....	.....	41.74	41.74	.....	215.59
Willeford No. 88.....	3	.....	.....	121.22	121.22	.....	419.40
Tacoma No. 69.....	3	73.43	.....	221.30	299.73	21.85	.....
Haynesworth No. 81.....	3	.....	.....	231.34	231.34	.....	42.07
Bell No. 85.....	3	856.12	.....	32.32	888.44	705.98	.....
Rock Hill No. 86.....	3	.....	.....	110.79	110.79	.....	229.31
Melrose No. 13.....	1	.....	.....	67.18	67.18	.....	13.15
Santa Fe No. 25.....	3	165.87	.....	259.05	424.92	232.66	.....

Island Grove No. 18.....	3		141.92	141.92		120.31	
Evinston No. 62.....	3		173.82	173.32	.20		
Archer No. 10.....	3		512.98	512.98		170.00	
Alachua No. 23.....	3		1,337.90	1,337.90		138.23	
Micanopy No. 15.....	3		196.87	196.87		631.21	
Newberry No. 73.....	3	70.00	2,276.95	2,346.95		959.17	
Trenton No. 16.....	3		399.31	399.31		361.88	
Waldo No. 24.....	3		609.46	609.46		286.67	
Rochelle No. 3.....	3		518.17	518.17		79.58	
Fairbanks No. 5.....	3		328.74	328.74	49.62		
Hawthorne No. 21.....	3		230.86	230.36		568.17	
High Springs No. 47.....	3	2,393.78	574.01	2,967.79	1,938.33		
Gainesville No. 26.....	3		38,289.72	88,289.72	31,916.96		
Rocky Point No. 76.....	3		361.86	361.86		83.84	
Godwin, No. 20.....	3	65.96	83.25	14.21	11.62		
Louise No. 42.....	3		221.96	221.96		158.75	
Bland No. 17.....	3		94.65	94.65		122.50	
Arredondo No. 1.....	3		121.93	121.93		400.61	
Orange Heights No. 38.....	3		340.54	340.54	72.62		
Stroble No. 31.....	3		143.79	143.79		305.70	
Windsor No. 45.....	3		17.55	17.55		176.55	
Totals		\$ 3,560.16	\$ 70.00	\$99,223.48	\$102,853.64	\$34,983.29	\$7,181.56

Respectfully submitted,
J. L. KELLEY,
County Superintendent Public Instruction.

BAKER COUNTY.

Macleenny, Fla., Oct. 8, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—For your Bi-ennial report, herewith is submitted in brief a report touching our condition and our progress in this County.

We are well equipped throughout the county with school buildings adequate for our needs; these buildings range in cost from about \$25.00 to \$2,500.00, and practically all are well supplied with necessary desks, etc., and especially in our larger buildings. Considering the number necessary to accommodate, we feel pleased with our buildings, and the tendency to be for better buildings, better supplies and better teachers.

As always the case with this county, our financial condition is excellent. At no time have we been forced to allow our warrants to go unpaid, but to the contrary, always with sufficient money to pay all indebtedness, and teachers are never uneasy concerning their pay. The patrons of our Special Tax School Districts seem eager for the opportunity to tax themselves, and each district is in splendid shape.

Our schools run from Rural to Junior High School, and just now we are entering Senior High School work. By my next report I expect to report at least one Senior High School. Our terms extend from four to eight months, and salaries range from \$30.00 to \$100.00. All our schools are supplied with teachers and are moving along nicely. It is with pardonable pride that we note the great progress in school work in our county; constantly growing and advancing in deep interest.

Respectfully,

W. R. SIMMONS,
County Superintendent of Public Instruction.

BRADFORD COUNTY.

Starke, Fla., Oct. 12, 1912.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—I take pleasure in complying with your request of recent date relative to the condition of school work in this county for the past two years.

BUILDINGS.

We have now forty buildings owned by the county, all of which are framed. We are now contemplating the purchase of the Lake Butler School building, which is built of brick, at a cost of ten thousand (\$10,000.00) dollars. All of our buildings are provided with water and heating apparatus. We are greatly in need of a proper building in Starke and are trusting that the Constitutional amendment will pass that we may be able to bond to aid us in the erection of adequate buildings.

HIGH SCHOOLS.

We have five High Schools. Two of these have twelve grades, the other three carry the ninth and tenth. These high schools are not up to the standard that your superintendent would like to see them, yet they are in nearer reach of the high standard set by the State Course of study than they have ever been.

SPECIAL TAX DISTRICTS.

We have now twenty-three Special Tax Districts. The income from these is used for supplementing the county appropriation, furnishing the school room with needed apparatus, and lengthening the school term in many districts. We received this year nearly six thousand

(\$6,000.00) dollars from the Special Tax Districts. Nearly every distarict levies the full three mills now, but at first some of them levied only one. Other Special Tax Districts are contemplated and I trust the day is not far ahead when the entire county will have the special tax levy for school purposes.

FINANCIAL.

We are assessing the full seven mills and derive about eighteen thousand dollars from this source, thirty-five hundred from the State one-mill tax, eight hundred from the interest on State school fund and about thirteen hundred from polls, making twenty-three thousand five hundred (\$23,500.00) dollars.

Our warrants are worth one hundred cents in the dollar. Every teacher is paid each month. The salaries of our teachers are: white from \$30.00 to \$140.00 per month; colored \$25.00 to \$45.00 per month. We maintain forty-six white schools requiring eighty-one teachers, and ten colored schools requiring twelve teachers.

The board pays 40% of the cost of all needed improvements of these schools where the patrons raise the 60%. The county board maintains all the schools in the county for five months and then the Special Tax District fund continues many of them for two extra months.

STATE TEXTS.

We believe the adoption of the State text-books is a step in the right direction, but the law should have provided for a State adopted course of study and prescribed who is empowered to get out same. As we now have it, we have no State uniformity. Each county uses the course formerly prescribed or makes one of its own. In many of the counties the standard is higher than in others, and children moving from one part of the State to

another will be found between grades and often lose a half year in getting in the proper grade. This should be speedily remedied.

Respectfully submitted,

J. C. POPPELL,

County Superintendent of Public Instruction.

BREVARD COUNTY.

Titusville, Fla., October 31, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Florida.

My dear Sir:—In compliance with your request I take pleasure in submitting the following report:

I am pleased to report that the public schools of this county, since my last report, have grown in numerical strength, interest and effectiveness. We have now a Senior High School at Titusville, which is doing good work, also a Senior High School at Cocoa, this school has been a Senior High School for a number of years, and has done splendid work.

We have two Junior High Schools, one at Eau Gallie, and this year one at Melbourne. Melbourne has developed in the past twelve months from a one-teacher school with 28 pupils to a Junior High with three teachers and 103 pupils. Within a year we have added three rooms to this building—it is now a splendid building, and worth about \$3,500.00.

We have been compelled to add seats to nearly every school house in the county, since the schools began.

The City Point school is crowded to its utmost capacity, and it looks like we shall have to rent additional school quarters before the term is out, and perhaps add another teacher.

We have re-established the schools at Turnbull and Bonaventure, have erected a new school building at Delespine, and established a school for the Catholic Colony west of Malabar.

Present indications are that we will have the largest enrollment this year we have had since the County was divided 7 years ago.

We found after losing State Aid, that seven mills did not give us capital enough to meet the demands, so we voted a 3 mill special tax. And now have three Special Tax Districts.

The way our County is filling up with new settlers, unless the taxable values increase in like proportion, it will be impossible to keep our schools up to the present standard even on a ten-mill tax.

We have maintained the free-book system for about twelve years, and I hope it will be perpetuated, for in my opinion it is as necessary as free schools.

This year we have extended our transportation system, using it in transporting to the Melbourne Junior High School.

I believe consolidation will eventually solve the rural school question if patrons can ever be made to see the advantage of one large central school over three or four small schools.

Our schools are now all well equipped with desks, etc., and as fast as we can do so, we are supplying the High Schools with the necessary apparatus. Our school houses are all in good repair.

Our teaching force is as good as any in the State, and now at the close of my career as Superintendent of Public Instruction, of Brevard County (I go out Jan. 1, 1913), looking backward, I feel that under my administration, we have made progress in the right direction.

I feel sure that no Superintendent ever had the support of his whole people more than I.

I wish for my county a continuation of all the good things which can come to her in an educational way.

Sincerely and truly yours,

JOHN R. WALKER,

County Superintendent of Public Instruction.

CALHOUN COUNTY.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request I submit the following report from Calhoun County for the calendar years of 1911 and 1912:

Our enrollment of pupils in schools for the last two years has been higher than it ever has been.

FINANCIAL CONDITION.

Our financial condition is very good, owing nothing at the close of the scholastic year 1912, and our warrants are still at par and we expect to keep them in that shape during the next year.

SCHOOLS.

We have forty-three white schools, and fourteen of these are Special District Schools, each district making the full assessment of a three-mill tax. Our school work during the last two years has been very satisfactory both to school officials and the people generally.

We are also turning out several teachers from our high schools every year and will soon have more than enough to teach our schools.

SCHOOL TERM AND SALARIES.

Our term is from 5 to 8 months, 5 months for our rural schools and 8 months for our Junior High Schools.

Teachers' salaries range from \$30.00 per month to \$100.00 per month, according to grade.

BUILDINGS.

During the scholastic year 1911 and 1912, we built five school buildings, neat, comfortable and up-to-date school buildings, and two more to be erected during the present year.

We have all our better schools furnished with patent desks and will keep on doing so until we have good seats in every school in the county.

TEACHERS.

We have generally a very good grade of teachers on our teaching force, who are doing pretty fair work and willing to do so as we pay them promptly each month with warrants worth 100 cents on the dollar.

GENERAL.

I must say that our people are taking more interest in educational work each year; they are willing to be taxed the full limit provided they get good schools.

No district in the county at present wants a third grade teacher to teach their children. The future seems bright for Calhoun County as we are steadily forging ahead.

A few years past we were pretty well in the rear, but I notice for the last two years there are 12 or 15 counties behind Calhoun in attendance.

Yours very truly,

P. F. FISHER,

County Superintendent of Public Instruction.

CITRUS COUNTY.

Inverness, Fla., October 28, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Florida.

Dear Sir:—In compliance with your recent request permit me to hand you herewith my "Biennial Report" for the two years last past.

School Buildings: During this time we have erected three new buildings at a cost of \$17,000.00. We have repainted several buildings, and we try at all times to keep our school property in splendid shape.

I am glad to report that the public schools of Citrus County have, for the past two years, done good work, and their effectiveness continues to materially grow. Our High Schools are doing more and better work than formerly because of the improved course of study and State Inspection.

The rural schools are generally in a flourishing condition, all doing good and efficient work. We can further say that there seems to be a marked improvement along all educational lines for our county.

We have spent, for all school purposes, in the last two years approximately \$66,000.00. We are paying our teachers better salaries and hope to even do more in the future. Our teachers are among the best of the entire State. We observe the growth each year in our teachers and the school authorities of this county are demanding more efficient work, hence we maintain a County Normal for at least six weeks each year for the home teachers.

This county is sub-divided into sixteen Special Tax School Districts, and all the schools are extended from two to three months from this fund. Our county school fund is in good condition and our school warrants are worth one hundred cents on the dollar.

Our hope for the future of Citrus County.—We shall

equip all of our schools equally, according to enrollment, and give the country children all the advantages that children generally enjoy that live in town. It is our aim to make it possible for a child to obtain as good a common school education living at home on the farm as it can get by going to town.

With best wishes for the cause all over the State.

Respectfully submitted,

R. L. TURNER,

County Superintendent of Public Instruction.

CLAY COUNTY.

Green Cove Springs, Fla., Sept. 10, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—I have the honor to report the schools of Clay County in a prosperous condition.

BUILDINGS.

All save one of the "shacks that never rot and seldom burn" referred to in my last report have been replaced with new, neat, painted buildings. The other country school houses are being ceiled and painted as fast as practicable. The new High School building referred to as a "long-felt want" is now a reality. It stands in Opera Park, a plat of ground donated by the town, a monument in mortar and brick, a credit to the board that dared to do.

GRADED SCHOOLS.

Owing to the sparseness of the rural districts and the paucity of towns, we are shy on graded schools. Where

numbers admit, we establish regular graded schools and maintain the grades. We attempt a regular course of study throughout the county.

TRANSPORTATION.

Transportation is an intolerable nuisance in Clay County, and is only used to pick up corners and save expense. School houses have been removed to accessible sites, and it is walk, stay at the house or furnish their own teams.

TEACHERS.

The personnel of teachers is improving. More first grade and high second grade teachers have been added to the list. A High School graduate who for the want of preparation fails to get a third grade, may or may not be a valuable acquisition, but a grammar-school-graduate who skins out a sixty per cent third grade is a burden. The certification law needs amending, only.

FINANCES.

We borrowed money for building purposes, and last year levied seven mills. Owing to the enhanced value of property assessments, we find six and one-half mills now ample for maintenance, interest and sinking fund.

TEXT-BOOKS.

To forestall the Legislature and the Text-Book Commission we renewed our book contract for five years, thereby saving an earfull of trouble and the worst of the deal. One Sub-District has purchased fifteen New International Dictionaries for free distribution to the different schools in its district. Others will follow. Our next aim is to

supply all schools with Spring Roller Maps. No others stand and the old kind are in our way.

SCHOOL TERMS.

Rural schools have six months' terms—all they want; four months from the county proper and two from the Special Tax District. Some of the independent special tax districts maintain a seven months' term. The County Graded and High School runs eight months, maintains all the grades and a two months' Normal in April and May. Pupils come in from the rural districts to attend the graded and normal after their home schools are out.

SPECIAL TAX DISTRICTS.

The entire county is in one or the other of the seven different districts. South Clay, embracing a vast amount of vacant territory and considerable railroad mileage, has over \$2,000 in the treasury. It pays contingent expenses, supplements teachers' salaries, helps build new school houses and ceil and paint old ones. The other districts, not so full-handed, are assisted by the Board as occasion requires. We find this special district plan an admirable one. In May I convene the trustees and after giving them the data they appropriate the funds in sight as they see fit, always looking out for that two months' term. If there is anything left, they appropriate it for equipment. The territory is so vast and the wants so varied that they seldom attempt to even influence the assignment of teachers. There is never any friction. The sub-district plan does away with private donations, which are of questionable value, and equalizes the burdens.

Respectfully submitted,

W. H. BIGGS,
County Superintendent of Public Instruction.

COLUMBIA COUNTY.

Lake City, Fla., August 21, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In reply to your request for a report from Columbia County, permit me to submit the following as my official report:

WHITE SCHOOLS.*School Buildings.*

During the past two scholastic years we have built nine frame buildings—eight for white and one for negro children, at an average cost of about \$1,500.00; and have spent over \$2,000.00 in repairs and painting of school buildings. With a few more hundred dollars spent in building and repairing buildings we will have a good school house, well furnished, in every district in the county.

SCHOOLS.

We have one Senior and one Junior High School in the county; the Senior High School, at Lake City, has an enrollment of four hundred and eighty-four pupils, and is fully equipped in every particular for High School work. It occupies two buildings, a handsome brick building, and a splendid two-story frame building. In this school we employ twelve teachers and maintain the full twelve grades, the graduates are recognized by all the leading colleges.

The Junior High School at Fort White has an enrollment of one hundred pupils, employing three teachers, and doing excellent work up through the tenth grade.

Besides these two High Schools there are six rural graded school in the County, having two teachers each; and forty district schools employing one teacher each, which are acting well their part in fitting the children for higher education.

NEGRO SCHOOLS.

The grade work of our negro schools is very good, as a rule, and especially in the Junior High School, situated at Lake City, which maintains six teachers and has an enrollment of three hundred and eighty-five pupils.

This school has only nine grades, but is to be supplemented in the coming scholastic year by an industrial department, which has been made possible by a much appreciated donation from Dr. James H. Dillard, President of the Anna Jeanes Fund.

REVENUES.

The levy is now seven mills for school purposes. This gives us annually about \$20,000, which, with about \$4,000 from the special tax districts, the state apportionment of the one mill tax, and the interest on the State School Fund, amount to about \$5,150.00, and poll taxes \$1,700, making approximately \$31,000.00 for school purposes.

SPECIAL TAX DISTRICTS.

We now have nine Special Tax Districts, the funds collected therefrom being used to extend the length of the terms, supplement the salaries of the teachers, and to make such other improvements as are needed.

FINANCIAL CONDITION.

Our financial condition is in a very much improved state. At the close of this scholastic year, ending June

30th, 1912, our total indebtedness amounted only to \$3,285.95, having been reduced from \$25,000.00 to this figure in four years.

TEACHERS AND SALARIES.

Our teaching force will compare favorably with that of the other counties in the state. It is comprised of about fifty-seven white and twenty-eight colored teachers, several of whom hold either life or State certificates, and the majority are graduates of normal schools or colleges. The salaries paid to white teachers range from \$30.00 to \$175.00 per month, the average being about \$68.00; while the colored teachers receive on an average about \$22.00 per month.

AGRICULTURE.

The great majority of the boys and girls who graduate from the High Schools do not complete their education in colleges, but soon become wage-earners and home-makers. Nine-tenths of the patrons of these public schools are farmers, and sometimes their children follow the occupation of their fathers, but more often they leave the farm and go into the towns and cities, where a small clerkship or some similar position is offered them, and where they live, usually in cramped circumstances; whereas, if they had remained on the farm their lives would have been different.

It has become a self-evident fact that the reason for this desertion of the farms is, in a great measure, ignorance of the correct methods of farming and the usual attractiveness of farm life. Efforts have been made to improve these conditions, and two of the results are the Boys' Corn Club and the Girls' Tomato Club. In our county the boys have had their Corn Club organized for two years, and have had some surprisingly good results,

one boy raising sixty-two and one-half bushels per acre, and others making from twenty to fifty bushels. They are well organized; liberal cash prizes have been offered by citizens of the county; and they hope for better results this year.

The Girls' Tomato Club has been organized only one year, but it has made excellent progress. One of the teachers of the county has been appointed to supervise the work of the club, and under her able direction good results are assured for the coming year.

SCHOOL BOARD.

The members of the School Board of Columbia County are men of broad business experience, and they deserve much credit for the manner in which they have handled the school affairs. They have ever been ready to respond to any and all matters pertaining to the educational interest of the county.

CONCLUSION.

I thank the State Superintendent for the kind consideration he has shown me during my administration of the office of County Superintendent; and extend the many expressions of appreciation due unto the citizens and officials of this county for their loyal support and hearty co-operation in maintaining the high standard of the public schools of Columbia County.

Wishing for the educational institutions of the State much success,

Very truly yours,

J. W. BURNS,
County Superintendent of Public Instruction.

DADE COUNTY.

Miami, Fla., Oct. 9, 1192.

Hon. Wm. M. Holloway, State Superintendent of Public
Instruction, Tallahassee, Fla.

Dear Sir:—Complying with your request for a Special
Report of the Dade County Schools for your Bi-ennial
Report, I beg to submit the following:

SCHOOL BUILDINGS.

During the year ending June 30th, 1912, we completed ten school houses, among them being the magnificent Central School Building at Miami. In all our building operations we have endeavored to have an eye to the future, and in several instances have erected substantial concrete structures; and have endeavored to combine architectural beauty with the more practical idea of utility.

At Miami the Central School Building, erected at a cost of \$70,000.00, is a fire-proof structure throughout, and has 24 class-rooms and an auditorium seating about 1,200. Every department, from Kindergarten to High School, has ample quarters, and care has been taken for the comfort and health of the pupils. In this building are lavatories, cloak-rooms and sanitary drinking fountains. In the High School department are well-equipped chemical and physical laboratories; also, a well-equipped business department. In this department are also a library and rooms for Domestic Science and Domestic Art.

At Cocoanut Grove we have erected a group of concrete buildings connected by pergolas, all of the Spanish Mission style of architecture, which I believe is unique in beauty and comfort.

At Dania we are erecting another concrete building to accommodate the Junior High School at that place, which bids fair to be one of the handsomest structures in the State. Incidentally, I wish to add that at this place we

have three acres in the school lot, which contains one acre of the finest kind of muck soil, on which we will have an experimental farm, under the direction of a capable instructor.

At Fort Lauderdale, to the eight-room building will be added another story which will embrace a large auditorium with ample accommodations for three or four hundred pupils in that growing little city.

SCHOOLS.

The Miami High School has an enrollment of about 150 pupils and a faculty of 10 teachers. Courses are as follows: Classical, English Scientific, Commercial, Music, Drawing, Domestic Art, Cooking, and Agricultural. In the Grammar and Primary Schools in Miami (white) there are over 800 pupils, employing 25 teachers. There are also three Kindergartens with a combined enrollment of over 100.

We have Junior High Schools at Fort Lauderdale, Dania and Cocoonut Grove, and well graded schools throughout the county.

REVENUE.

We are levying the maximum limit of 7 mills, and in the current year will have over \$52,000.00 in the county school fund. Dade County is divided into 13 Special Tax School Districts, which will this year levy nearly \$23,000, making a total income from all sources of nearly \$80,000. With the special tax levied by the districts we are enabled to run all schools of the county eight months.

TEACHERS.

We endeavor at all times to employ the very best teachers obtainable, preferably those with college and normal training. Teachers' salaries have been increased and at this time we pay probably the highest salaries of any

county in Florida. This enables us to get better teachers, and the work done in our schools amply justifies the increased expenditure for this object.

SCHOOL BOARD.

The members of the Dade County Board of Public Instruction are men of broad culture and successful business experience; they give the educational affairs of the county their closest attention and they are broad and progressive in their ideas of Public School administration.

CONCLUSION.

I desire to express my sincere appreciation to the members of the Board of Public Instruction for their hearty co-operation and support given me in the educational work of the county, and to extend to the trustees of the several districts my thanks for the active interest they have displayed in their respective schools. In this county, with the rapid increase of population, the resources at the hands of the Board have not been adequate to provide school facilities as soon as needed in some instances, but I am constrained to say that the Board has done all that lies in their power with the funds at hand.

Respectfully submitted,

R. E. HALL,

County Superintendent of Public Instruction.

DeSOTO COUNTY.

Arcadia, Fla., November 1, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Florida.

Dear Sir:—In obedience to your request, I herewith submit the following from DeSoto County:

SCHOOL BUILDINGS.

During the past two years, new houses have been erected for schools as follows: Ft. Green, Ft. Green Springs, Brushy Creek, College Hill, Ona Station, Kinsey, Stewarts, Oak Hill, McCall, Harbor View, Bermont, North LaBelle, Venus, Boot Heel, Prospect, Parnell, Fish Branch, Harmony and Punta Gorda. These buildings are all frame, except the one at Punta Gorda, which is artificial stone. The plan is for the county board to make an appropriation for material, leaving the work and balance to be met by patrons or trustees.

FINANCIAL CONDITION.

You are referred to my last annual report for financial data. For county purposes we levy the maximum 7 mills. So far we have kept our expenditures within our income. By borrowing from local banks at 8 per cent. we keep the warrants at par, although the aggregate for interest is rather large.

SPECIAL TAX DISTRICTS.

During the bi-ennium two more special districts have been created, making now 36. These all levy the maximum local tax or 3 mills, except one that has 2 mills. Practically all the territory with improvements are now under this system of taxation. The money in many cases is not large, but will increase as the population and assessed values grow. The money is largely used to supplement salaries and purchase incidental supplies; a few of the districts extend the length of the term.

HIGH SCHOOLS.

Owing to the extent of our territory, DeSoto maintains three Graded and High Schools, to-wit: Punta Gorda,

Arcadia and Wauchula. These schools are well equipped and manned with good principals. They are open to any pupil from the county that can enter the seventh grade. The good work done admits graduates to any of the Florida Colleges and to many beyond our borders. Each school has a good building, the one at Punta Gorda having been completed since the last bi-ennial report. Arcadia and Wauchula need more buildings, those we hope to secure in the near future, if the amendment allowing bonds for school purposes shall have been adopted. The high wages paid make it hard to keep the boys to graduation. Another difficulty is working against the progress of the high schools: "The ease with which boys and girls, can enter college (?)." Both the State and denominational colleges are too eager for students, still in the grammar grades. These higher schools should strive to aid the elementary and high school.

ATTENDANCE.

Our average attendance is far below what it should be. People are too ready to use their children to work, to the detriment of their educational needs. There is a sentiment for a compulsory attendance law. How far that would remedy the evil, we leave others to say.

TRYING TO IMPROVE.

An effort has been made to stimulate teachers to higher ideals. The County Superintendent and Board are in accord in this respect. The county has been arranged into four districts, and teachers are requested to meet monthly in the respective districts. A county institute of two days is held every year, at which an effort is made to secure the attendance of every teacher. The success in the way of attendance is not yet what it should be. The different communities give free entertainment and

teachers who attend enjoy the meetings and are benefited.

CONDITIONS AND OUTLOOK.

Our terms are too short. The county pays for five months at each of the schools, except for the three graded and high schools, that have eight. An increasing number of the schools give one, two and three months extra term, paid for by the special districts. Our greatest need is for a longer term and a longer tenure of teacher, and for professionally trained teachers. This can not be met except as public opinion shall be educated as to the difficult and vitally important work of the teacher. The great influx of population increases the difficulty of board and teacher. Our needs grow faster than taxable values. The land buyer, newcomer and automobile all tend to make patrons nervous and excited in matters more material than educational. Still, the outlook is, on the whole, good. The people believe in taxation, local and state for schools. We have the system and hope to have the adequate revenues in the coming decade. With better roads, distance will be lessened. By the help of the Experiment Station at the Florida University and the Farmers' Union, better and more paying farms and groves will come. The High School Inspector and the Inspector of Rural Schools will help to higher ideals, better teachers, methods and organization. Next year will usher in the Uniform books for many of the schools of Florida, below the high school grades.

A UNIFORM COURSE OF STUDY.

The writer is impressed with the need of a Uniform course of study for all the public schools. Why can not all the county superintendents, with the aid of the State Superintendent and the college presidents, prepare such

a course for the whole State? Now that we have uniform examinations, uniform text-books, why not have in a measure uniform course of study for all the schools? Michigan, Illinois and some other states have something of this sort. Such a course, in use in all the counties, would be a valued manual or guide to untrained, young teachers, and tend to unify our work.

CONCLUSION.

The writer cannot refrain from congratulating you on the progress made during the past eight years, comprising your administration, now closing. Accept his thanks for the uniform courtesy received from your office and his best wishes for your success in any other work that may claim your energies.

Respectfully,

W. B. HARE,

County Superintendent of Public Instruction.

DUVAL COUNTY.

Numerous requests, since July 1st, 1912, have been made of the County Superintendent of Public Instruction, James Q. Palmer, for a report, but as there is no law to *compel* him to make such report, and as he did not feel enough interest in the educational affairs of his County to make a report without being *compelled* to do so, no report from the great County of Duval in *general*, and the City of Jacksonville in *particular*, can be published.

ESCAMBIA COUNTY.

Pensacola, Fla., Sept. 24, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—As per your request I herewith submit my

report of school operations in Escambia County for the school years 1910-1911 and 1911-1912.

Expended for new buildings and lots:

School year 1910-1911.....	\$ 25,386.94
School year 1911-1912.....	13,002.57
	<hr/>
	\$38,389.51

Salaries paid teachers:

School year 1910-1911.....	\$ 58,208.75
School year 1911-1912.....	63,463.60
	<hr/>
	\$121,672.35

Just before the close of the school year 1911-1912 our School Board entered into contracts for three new school buildings; two for the whites with four rooms each, and one 12-room building for the colored people.

The two four-room buildings are on the same plans as those for schools Nos. 27 and 43, which were erected two years ago. In my opinion these are model buildings for primary schools, having large well ventilated and lighted class-rooms, and are comfortably seated with modern single desks, an ample supply of good blackboard and other things necessary for the complete equipment of a modern school house.

The two four-room buildings have just been completed and paid for. The only thing now lacking is the seating, which I expect to have placed within this week.

The 12-room building for the negroes, owing to the delay in getting material delivered, I am afraid will not be completed before the last of October, and this will cause a delay in the opening of this school for at least thirty days.

I still have the same complaint to make about our law-makers offering a premium for delinquent taxpayers, and this action is a great detriment to our schools, causing a

large outlay each year for interest which could easily be avoided.

Our revenue laws certainly ought to be made on practical business lines. No banker or other business man would think of making a paper due on the first day of November and then allowing the maker of said paper eight to ten months to pay same in without charging one cent of interest. In my opinion this is the sole cause of the delay in paying the State and County taxes in the different counties of the State, for as the law now stands there is a premium offered for non-payment of taxes.

With this paper I bid adieu to the School Officials and Teachers of the State, for in response to the verdict of the ballot box, I will step down and out on the 7th day of next January.

Yours very truly,

N. B. COOK,

County Superintendent of Public Instruction.

FRANKLIN COUNTY.

Apalachicola, Fla., Oct. 10, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request for a report of school work in Franklin County for the two years ending June 30, 1912, I herewith submit a synopsis of same.

To begin with, I will say that we have made marked advancement; especially is this true in the High School enrollment and average attendance, both showing an increase in nearly all the schools.

Chapman High School of Apalachicola finished on May 24, 1912, one of the most successful terms in its history, the advancement in all the grades was very satisfying.

Carrabelle enjoyed, without exception, the most successful school ever taught there. An additional new room was added to this school, which was needed very badly. The school house is now repaired and newly painted, ready for the new school year.

RURAL SCHOOLS.

We are doing our best for the rural schools. We are pushing into the most remote places of the county and doing the very best we can for the children there.

The greatest difficulty we find in maintaining the schools in these places is in securing teachers, but we insist that the children in these places are as deserving of school opportunities as the children of cities and towns.

We established a school last year in one of these isolated places. There were only twelve pupils in all, five of whom had come from the opposite side of the river. We gave them five months, and the average daily attendance was only a small fraction under twelve.

SPECIAL TAX SCHOOL DISTRICT.

We have only one Special Tax School District in the county; but we hope to have others before the end of the school year of 1912-1913.

FUNDS.

We are still under the same pressing condition with regard to school funds, the greater part of the taxes is not paid until after the tax books are closed or about to close, and this is a matter that is postponed here as long as possible. There should be some way to have taxes collected when due. It would be a saving of no small amount to the people, even in a small county as Franklin.

The interest that we pay on loans would pay for the maintenance of one of our rural schools for eight months.

COMPULSORY SCHOOL LAW.

I am still in favor of compulsory education. It is the only means by which we can reach one class of people, and I believe it to be the duty of the State to take this matter under consideration, and I hope to see the next Legislature enact such a law.

Yours very truly,

A. A. CORE,

County Superintendent of Public Instruction.

GADSDEN COUNTY.

Quincy, Fla., Aug. 19th, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request of a recent date, I hereby give you a short statement of school matters in our county since the publication of your last Biennial. We had then just finished our High School Building in Quincy, and were operating with an attendance of about 250 or 260 pupils, and everything looked bright and promising ahead of us, and the success which has attended our efforts to maintain a first-class school for the benefit of our whole county has been uniformly flattering, and we now have an attendance bordering on 400, with a widening influence all over our county.

The death of Prof. A. B. Clark cast a great damper upon our High School, and it looked as if Providence was against us, but the great interest in the school taken by the patrons and trustees and citizens generally and the

energetic manner with which Mr. Clark's successor as principal, Mr. Burton Belcher, commenced work have all assured us that the school will continue to improve and to be a great help to the children of Gadsden County.

I said something in my last report about one good thing leading on to another, and stated that Havana, our pretty little village town in East Gadsden, was laying the foundation of a new school house. She has finished it, and a nice brick structure, built by Havana and the Board of Public Instruction, at a cost of \$6,000.00, plainly tells that our school authorities are doing something on that line, and that the school sentiment is wide awake and spreading in our county. Also by the aid of the Board a \$1,200.00 school house has been erected eleven miles west of Quincy, at Providence; another at Pine Grove, costing upwards of \$300.00, fifteen miles west of Quincy, and still another at Federal Roads at about \$600.00, and again still another one at a cost of about \$3,000.00 is being rushed up at Greensboro, our new western village town. All of the above show that we are trying to make an effort upward, and that our Board is composed of live wire men in school affairs. They are also conservative, always trying to pay as they go, which fact is always encouraging to every one connected with the schools and tends to eliminate causes of complaint from the croakers.

We have 29 white schools taught by 58 teachers, and 38 negro schools taught by 28 teachers. We have made it a point to encourage our young teachers to attend the State schools and other places where good work is carried on, so as to have them better prepared to conduct our schools on advanced methods. Pupils from our Senior High School and from our two Junior High Schools have taken Second, Third and First Grade certificates, and when students from our schools go off to Tallahassee and Gainesville their standing at those places shows the efficiency of the work done here at our county schools.

We have established one more Special Tax School District at Hinson on the Florida, Georgia and Alabama Railroad in East Gadsden, which gives six (6) of these sub-districts, all of which make a levy of 3 mills to assist in keeping up their schools. For several years we have had five (5) of these Special Tax District Schools, and they all show the advantage in consolidating country schools. Wherever practicable we are trying to do away with the one-teacher schools. The work done in the consolidated graded schools is much more thorough and up to date.

The financial pressure of the past few years has rather been against us in school matters, but as we go to the maximum limit, in making our levy, we have managed to pay cash for all school work, and as we see on the horizon some indication of better times ahead of us, we hope to keep pace with the general upward movement.

We are satisfied with the present manner of grading our examination papers, and trust that there will be no change on that point.

In our county we are opposed to compulsory attendance. Very few of our white children are refused the privilege of attending school. Most all of them go to school and as far as the negro is concerned, we are doing our duty by him, and, besides his migratory nature and other things, would give us worlds of trouble, and Sambo would still remain Pure Sambo. To sum up, with the increased interest in schools manifested by our patrons, with the new books we are now using and with the salaries we are now paying on a cash basis, we hope to gradually improve our schools and bring them to a higher level.

Thanking you for the general courtesy extended for the past eight years, and wishing you much success in the future, I remain

Yours very truly,

J. R. KEY,

County Superintendent of Public Instruction.

HAMILTON COUNTY.

Jasper, Fla., Oct. 10, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—Complying with your request for a special report of the schools of Hamilton County for the past two years, I beg to submit the following report:

BUILDINGS.

During the past two years we have built one brick school house at White Springs. The building and furnishing cost \$12,000.00. We have built one frame school house, which cost about \$400.00. We have spent about \$500.00 for repairs on the school buildings in the rural districts. The city of Jasper has spent \$700.00 repairing its school building. The town of White Springs spent two thousand dollars for furnishing its school building. We are building five frame buildings this year, and after they are finished we will have a good school building in every white school district in the county. All of our school houses for whites are furnished with patent desks, good blackboards, maps and charts.

SCHOOLS.

We have one Senior High School at Jasper and two Junior High Schools, one at Jennings, and the other at White Springs. The attendance in these schools is good. We have forty-four white schools in the rural districts. They have a five months' term, while the High Schools have an eight months' term. We have sixteen colored schools in the county. They have five months' terms. The attendance on these colored schools is good.

SPECIAL TAX DISTRICTS.

We have four special tax districts in the county, which are about all that we will ever have. Since we have levied seven mills for school purposes, the people do not care to vote for special tax districts.

These districts receive about \$3,000.00 every year, which we use for extending the term to eight months and for repairs and incidental expenses.

TEACHERS.

We are very fortunate in securing good teachers for all of our schools. We run a Normal School at Jasper about three months in the year. We pay our teachers promptly, and have no trouble in getting as many as we need. The salary is \$40.00 per month in the rural schools, and from \$50.00 to \$150.00 in the High Schools. While I think that we do not pay our rural teachers enough, it is all that we are able to pay them.

FINANCIAL CONDITION.

The county school fund is in a very satisfactory condition. At the end of the year there was a balance of \$1,900.00 after paying all outstanding warrants. We make arrangements with the banks to cash warrants on the county school fund with discount. It does not cost much to have the warrants cashed, and I find that the teachers like it much better than the system formerly used in this county in paying teachers.

Our special tax district funds are not in good shape. The trustees of the special tax districts have spent a great deal of money for buildings and repairs, therefore these funds are in debt.

CONCLUSION.

Like all other men who hold office, I think that we have made a great deal of progress during my administration. The greatest obstacle in our way is a lack of sufficient funds. If we had sufficient funds at our command, we would have an ideal school system in this county.

I want to sincerely thank you for your kindness to me during the past four years.

Respectfully submitted,

J. A. JACKSON,
County Superintendent of Public Instruction.

HERNANDO COUNTY.

Brooksville, Fla., Oct. 16th, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request, I beg to submit the following report of school conditons in this county.

ENROLLMENT AND ATTENDANCE.

There has been a gratifying increase in enrollment of pupils in the schools of this county during the past and present terms, the enrollment for the present term being fully 50 per cent greater than two years ago. Attendance for the present term has been splendid, in many schools running well above 90 per cent of enrollment.

Pupils and patrons seem to be thoroughly in earnest, and nearly every case of non-attendance can be traced to illness of the pupil.

BUILDINGS.

All buildings have been put in good repair, and some have been painted recently. The frame building at Hernando was replaced by a substantial brick structure of five rooms, giving us a brick building of nine rooms at a total cost of \$10,000.00. All buildings are equipped with patent desks, teachers' desks and chairs, Hyloplate blackboard, charts and globes.

Owing to the rapid increase in population of our county, it will be absolutely necessary for the Board to provide several new schools in the near future.

PUBLIC INTEREST.

Our people are manifesting more interest in school affairs than formerly, striving to secure more competent teachers, visiting schools more frequently, and in many ways evincing a deep interest in the advancement of school interests.

School officials are working harmoniously putting forth every effort to provide schools wherever needed.

We have succeeded in securing a strong corps of teachers for the present term, nearly all teachers having made special preparation for their professional work.

FINANCES.

Despite the loss of all State aid four years since, we have run all white schools, where the attendance was such as to justify us in this course, for a term of eight months. And in consequence we are now somewhat cramped for funds, as the school levy has been barely sufficient to provide for the actual expenses of running the schools without taking into consideration the matter of new buildings. Though we are levying and collecting the maximum

school levy of 7 mills general and 3 mills special in each of our eleven special tax districts, we have been unable to meet the expense of new buildings, and are now carrying a debt of approximately \$7,000.00. We are confident that through the increased valuation of property throughout the county we will be able to retire this debt without materially shortening the school term.

Though our schools are now in fine shape, we are putting forth every effort to make each year show decided improvement in school equipment and in results obtained.

Yours sincerely,

W. A. THAXTON,
County Superintendent of Public Instruction.

HILLSBOROUGH COUNTY.

Tampa, Fla., July 30, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—I have the honor to submit the following report showing the progress of public education in this county during the past two years.

In January, 1912, the new County of Pinellas was created out of the western section of Hillsborough, thereby materially reducing the number of schools, teachers and pupils, which had previously constituted Hillsborough, the banner county of the State. The following table give the statistics for each year:

	School year ending June 30, 1911.	Year ending June 30, 1912.
White Schools—		
Senior High Schools....	4	2
Junior High Schools....	5	3

	School year ending June 30, 1911.	Year ending June 30, 1912.
Graded Schools in cities.	15	15
Rural Graded Schools..	11	10
Schools with one teacher	58	42
Negro Schools—		
Graded	10	6
Ungraded	12	13
Total Enrollment—		
White	8933	7226
Negro	1956	1567
Teachers—		
White	234	185
Negro	41	33
Teachers' salaries paid..	\$115,414.00	\$108,975.38
Total for all purposes..	\$176,620.40	\$189,953.00

Length of school term—(From General School Fund)

White Schools (cities) ..	8 months.	8 months.
White Schools (country)	6 months.	6 & 7 months.
Negro Schools	5 & 6 months.	6 & 7 months.

FINANCIAL CONDITION.

At the beginning of 1909 the school fund was considerably in debt. All outstanding indebtedness has been cancelled, the teachers promptly paid and the warrants redeemed at face value. The present indebtedness of the County School Fund is \$98,000.00, bearing interest at 5%. Of this amount \$70,000.00 was expended for County High School, \$20,000.00 for new building in Hyde Park, \$3,000.00 on building in Plant City, \$5,000.00 on building addition to Michigan Avenue School. The \$28,000.00 loaned to special tax districts must be refunded by them, leaving indebtedness of general fund at \$70,000.00. Cash on hand July 1, 1912, \$24,640.62; due from tax collector, 1911 taxes,

\$38,393.00; total net indebtedness of General School Fund when 1911 taxes are collected, \$16,888.38. Dr. J. J. Head, County Treasurer, contributed to the General School Fund during the past year \$6,264.24.

SUPERVISION.

During the past two years I have thoroughly examined the work of every teacher in the county, having made several official inspections of a large number of the schools during each school year, and at least one such visit per year to all.

INSTITUTES, TRAINING SCHOOLS, ETC.

The plan of personally conducting teachers' institutes, training schools and general school meetings inaugurated at the beginning of my administration has been continued. Twenty-seven institutes, two summer training schools of one month's duration each, and thirteen general school meetings of trustees and patrons have been thus conducted during the past two years.

PROGRESS OF THE SCHOOLS.

The improvement of the teaching corps resulting from thorough instruction in methods and school management has served to arouse the interest of pupils and patrons to a degree which should augur well for the educational outlook of the county, as witness the total average attendance of over 78% for the past three years.

HUMANE EDUCATION.

Realizing that the only true education is that which trains the heart as well as the mind, and that there is no more direct path to this accomplishment than the plan

of inspiring in our youth kindness for the weak and sympathy for the helpless, I have insisted most urgently upon the inculcation of these qualities through the medium of humane literature and practical talks by teachers.

INDUSTRIAL EDUCATION.

The introduction and successful teaching of manual training and domestic art and science in the 7th, 8th and 9th grades of the city schools have proven the value, both cultural and practical, of these modern methods of providing for a broad and efficient training of both hand and mind. In the country schools this object is being successfully attained through the agency of Corn Clubs for the boys and Canning Clubs for the girls.

COUNTY HIGH SCHOOL.

It has been the pleasure of the present Board and Superintendent to witness the full fruition of their laborious and painstaking efforts in the creation of a model county high school. It is with especial pleasure that they view this institution, which, emerging during the last two years from a condition less than mediocre, has taken its rightful place in the front rank of high schools in America. With a faculty composed of experts in their respective lines and a magnificent building and equipment provided at a cost of over \$70,000.000 the people of Hillsborough County have in their midst a real "people's college."

RECOMMENDATIONS.

The laws of the State governing the examination and certification of teachers are in urgent need of revision. The present method of examining candidates is utterly lacking in uniformity of standard and takes no account

whatever of the personality, address and general capability of prospective teachers. As a remedy for these conditions I favor the creation of a State Examining Commission to conduct examinations at stated places and intervals throughout the State, requiring candidates to supplement the written test by appearance before the Commission for oral examination. I consider it only the part of common sense that the State should honor the diplomas issued by its normal schools as well as those granted by institutions of approved standing in other States, thus doing away with the anomaly of placing graduates of universities and normal schools on the same professional and intellectual plane with those whose training has been less thorough and extensive.

I am strongly in favor of an amendment to the uniform text book law to provide that the text book sub-commission shall meet with the State commission when the final selection of books is being made. This will abolish the present condition which allows representatives of book companies to appear before the commission after having been given opportunity of presenting their respective claims before the sub-commission, and after the expert opinion of the latter has been registered.

The need for a fair and practicable compulsory education law is becoming more acute with every year, and Florida should without delay take her place in this respect along with the educationally progressive States.

There should be a law passed permitting the counties to borrow money from the State School Fund. This money is now loaned to other States at a rate of interest as low as 3%, while the counties of Florida are forced to pay as high as seven and eight per cent for borrowed money.

Respectfully submitted,

L. W. BUCHHOLZ,

County Superintendent of Public Instruction.

HOLMES COUNTY.

Bonifay, Florida, November 2, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Florida.

Dear Sir:—The following is a brief outline of the condition of the Holmes County Schools:

The enrollment shows a gradual increase, while the attendance is not so good at present as it has formerly been. We still maintain that a mild compulsory attendance law is needed in Florida.

BUILDINGS.

During the present year we have had three houses destroyed by fire, but each has been replaced with a new one. During the past two years we have built ten new school houses, and now have twenty schools supplied with patent desks.

SPECIAL TAX DISTRICTS.

We have twenty-nine Special Tax Districts in the county, which includes practically all the territory in the county. The District School Fund is used for lengthening terms, supplementing teachers' salaries and paying incidental expenses of the schools.

SCHOOL TERMS AND SALARY OF TEACHERS.

The minimum school term for the county is four months, and the maximum is eight months. Most of the rural schools have five-month terms,—while a number have six months. The salary of teachers ranges from \$40.00 to \$100.00 per month in the white schools, and from \$20.00 to \$30.00 in the negro schools.

GRADED SCHOOLS.

We have three graded schools with eight-month terms, one of which employs five teachers, and the other two have four teachers each. Thirteen rural schools have two teachers each, while the remaining thirty-five have one teacher each.

FINANCIAL.

The financial condition of the county is good.

July 1, 1910, we had a cash balance of.....	\$6,795.97
July 1, 1911, we had a cash balance of.....	7,683.59
July 1, 1912, we had a cash balance of.....	9,154.21

With the finances in good condition and fairly comfortable school buildings, we look forward to a progressive era in education for the county.

BOYS' CORN CLUB AND GIRLS' TOMATO CLUB.

In October, 1911, we organized a Boys' Corn Club, and a little later in the season we added the Girls' Tomato and Canning Club. We had an enrollment of about two-hundred girls and boys. The results of the movement have been very gratifying as the club members seem to take much interest in the work. In addition to the farm and garden work, we have a correspondence school course for our members. Each member is required to send a written account of the work performed once each month; this report is examined, the mistakes corrected and the report returned to the members. Our membership will number not less than five-hundred next year.

I believe the inauguration of the Girls' and Boys' Clubs a valuable supplement to the public school, and they should receive the endorsement of the Boards of Public Instruction.

Respectfully submitted,

C. A. FULFORD,
County Superintendent of Public Instruction.

JACKSON COUNTY.

Marianna, Fla., Oct. 11th, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—The number of schools in our county is about the same as was reported two years ago.

Since that time seven special tax districts have been organized, making now twenty-one in all.

Several new school buildings have been finished, and furnished with neat desks and blackboards.

We are glad to report that we have now fifteen students in the State University at Gainesville. This shows that our people are taking more interest in higher education.

By an arrangement made by our School Board in June last, many of our schools will have five-month terms this year, instead of four as heretofore.

The condition of our finances is steadily improving, the last annual report showing a balance on hand of county school funds amounting to \$12,875.18.

I must not close this report without thanking you and your office force for the uniform kindness and courtesy shown me during my terms of office. Your prompt and efficient administration of our educational affairs has won for you the esteem of the county school officers throughout the State.

Very truly yours,

C. C. GUNN,

County Superintendent of Public Instruction.

JEFFERSON COUNTY.

Monticello, Fla., November 1st, 1912.

Hon. W. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Florida.

Dear Sir:—In compliance with custom and with your request I have the pleasure of offering you the following sketch of the school work in Jefferson County, together with some suggestions looking toward broadening the scope and increasing the efficiency of County schools.

The official report for Jefferson County shows twenty white schools employing thirty-eight teachers and seating nine hundred and twelve pupils. The negro schools are thirty-eight in number, use forty-four teachers, and show an enrollment of twenty-nine hundred and thirty-seven pupils. Three schools in the County are prepared for junior graded high school work; five are attempting senior work; but no County school is at this time prepared to do first-class high school work. This is due, not to incompetency of teachers, but to the fact that the teaching force is not adequate numerically to the task of carrying the several grades. The number of teachers is not sufficient for the work. The balance of the schools are grammar schools that are working toward the graded school basis. Seventy-nine per cent. of the white attendance is in schools graded more or less closely. School buildings are adequate except in Monticello, the County seat. The School Board has appropriated \$17,000 to be spent in the vacation of 1913 in erecting a suitable building at Monticello, and to the above sum will be added about \$3,000 which will be available from a special district tax levy.

In my work as County Superintendent I have especially striven to secure proper lighting, ventilating and heating in all school buildings that have been constructed or repaired; and have not failed to urge sanitary measures

and to secure correction of any unsanitary conditions in the vicinity of schools. All white schools have patent desks. No double desks have been put in during my incumbency.

I am glad to be able to report that all white teachers are working faithfully on the course of study required by the school board. In doing what I could to further this work of development and improvement I have written letters to school officials and eminent educators in such centers as New York, Chicago, Atlanta and others, and asked for outlines of special courses of study, I also wrote many authors and publishers of books used in our course of study, asking for suggestions and advice. Many valuable letters came in reply, filled with useful suggestions, and may say that the best suggestions came from the authors and publishers.

In the direction of strengthening the public school system I beg to suggest that the subject of compulsory education be urged for consideration by the next Legislature.

Compulsory education by state enactment would partly take the place of an anti-child labor law. If objected to as a State-wide measure, there is the local option or County unit plan to be considered.

In regard to the privileges, prerogatives and powers of County Superintendents, I believe the scope of the office should be broadened, and the method of filling it be changed. It is now necessary to make a political fight to win and hold a County Superintendency, and there is no bar to incompetency gaining the most votes and the office. If County Superintendents must be voted on in primary elections, there should at least be required of all candidates a test examination for fitness. To be efficient a County Superintendent should be a school man, fairly well educated, possessed of both initiative and executive faculties, and temperamentally fit to meet and solve the many problems that arise in school work. Instead of being a figure-head, as he is compelled to be under the

present laws—unless given latitude by his school board—he should be endowed with fuller powers for actually doing things. If the law required competency and fitness of County Superintendents, and only competent school men could win this important office, it might not be amiss to endow this office with the power to veto any action of a County School Board. This might be deemed a radical suggestion, but it is not.

The County Superintendent is paid a comfortable salary. If he is chosen for his fitness by test examinations, he should certainly be more capable of deciding important questions than are the practically unpaid members of County School boards who give only a dozen to a score of days in the year to the work.

Assuring you of my most distinguished consideration I have the honor to be

Yours very truly,

B. J. HAMRICK,

County Superintendent of Public Instruction.

LAFAYETTE COUNTY.

Mayo, Fla., Oct. 21, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In reply to your request I wish to submit the following special report:

We have forty-five white schools and five negro schools in operation. The Board owns all school buildings used by white children, with the exception of four, and the houses used by the negroes are owned all but one. Water and heat are arranged for in all schools.

In way of improvement we have built one handsome

brick building at Old Town at a cost of \$5,000.00, and two two-story and four one-room frame buildings. We have painted twenty-five buildings during the last two years.

The houses used by the whites, except one, have patent desks and two of the negro houses. Since coming into office eight years ago we have built one concrete building at a cost of \$10,000.00, one brick building and thirty-six frame buildings for the children of the county, and they appreciate what we have been able to do for them. Also the schools were only run three months, lacking one month of what the law required, but not withstanding the heavy expense which we had to bear in preparing suitable and pleasant places for the schools, we have kept them all the time running five, six, seven and some eight months each year. We have a High School at Mayo that the entire county is proud of, and only eight years ago there was not a school with over one teacher in the county.

We have sixteen special tax school districts which have money, except two that are \$2,000.00 in debt each, to lengthen the term, buy books and pay incidental expenses for the schools, and last, by making the salaries of the teachers better, which enables us to secure more trained men and women for our schools. While speaking of teachers, I will say that our salaries are higher than they have ever been before.

Our warrants are good at the bank. Generally our money gives out before the taxes are collected, and then we borrow until March. It will not last longer than January, and will require a loan of about two months this year.

I believe the people generally are interested in the great work for the good cause of education.

Respectfully submitted,

W. R. FLETCHER,
County Superintendent of Public Instruction.

LAKE COUNTY.

Umatilla, Fla., Oct. 9, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—Complying with your request of recent date, I submit a brief report of the condition of schools in Lake County.

SCHOOLS.

Lake County maintains thirty-six white schools and thirteen negro schools. The County Board of Public Instruction has fixed the term for all schools six months, but many of the Special Tax Districts have a term of eight months.

FINANCES.

The financial condition is good. This school year opened with a surplus of about \$16,000.00, about one-third belonging to the Special Tax Districts. All school warrants are paid when presented. Arrangements were made last year with the First State Bank of Eustis to take care of our school warrants when there were no funds in the treasury, charging 5 per cent on daily balances.

We are levying the maximum limit of 7 mills for school purposes.

SPECIAL TAX SCHOOL DISTRICTS.

There are thirty-three Special Tax School Districts in Lake County, nearly all levying 3 mills tax. These districts have given very great aid to the schools by assisting in supplementing teachers' salaries, aiding in building, in purchasing supplies, and in giving longer terms.

BUILDINGS.

The last year has been one in which there has been great interest in building and repairing school houses. Eustis has added two new rooms to the high school building; Altoona has one of the best school houses of four rooms in the county; Montverde will have an eight-room school building before January 1; Sorrento, Varnell and Smith's Mill districts have new houses for the opening term. Other improvements in buildings have been made.

HIGH SCHOOLS.

We have in Lake County one Senior and two Junior High Schools all doing good work. Leesburg High School maintains twelve grades, and is doing excellent work, the eighth teacher having been added since the opening of the school. Eustis will maintain eleven grades this year, and expects to have the full High School course next year, and maintain a Senior High School. Umatilla has ten grades. Mascotte, Clermont, Tavares, Altoona, Groveland and some others are doing work above the eighth grade.

TEACHERS.

The teachers of Lake County are doing good work. The County School Board has arranged for the Superintendent to do better work in visiting and supervising the schools. Every effort will be made to give each school four visits by the Superintendent this year. Teachers' meetings and institutes are being planned for the year.

CONCLUSION.

In conclusion we take pleasure in stating that the educational outlook for Lake County is very encouraging.

Much interest is being aroused in all our schools by the advent of a Nelson Industrial Worker, Miss Flora B. Brown, whose work it is to visit the schools and homes, interesting the people in industrial education and social organizations, such as school improvement clubs, Mothers' Clubs, county fairs, etc.; also interesting in co-operative methods of conducting rural business.

Miss Brown's services were secured through the generosity of Mr. N. O. Nelson, of St. Louis, Mo., who gives her to us in this work.

The County School Board is composed of men who are deeply interested in educational matters. They are men who believe in good work by teachers, and have shown this by increasing the salaries of the teachers of the rural schools.

The superintendent appreciates the assistance of these efficient officials in the educational work of the county.

Respectfully submitted,

WM. T. KENNEDY,
County Superintendent of Public Instruction.

LEE COUNTY.

Fort Myers, Fla., September 2, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public
Instruction, Tallahassee, Florida.

Dear Sir:—Herewith, I am giving you my bi-ennial report of the schools of Lee County for the years ending June 30, 1911 and 1912.

NEW SCHOOLS AND BUILDINGS.

During the past two years we have established four new schools and erected seven new school buildings, also built additions to two other schools. The new buildings cost, in round numbers, thirty-nine thousand dollars (\$39,000.00). The additions cost eleven hundred and fifty dollars (\$1,150.00). This makes a total of \$40,150.00 expended for buildings in Lee County during the past two years. Of this amount, something like \$13,000.00 was contributed by citizens of the county, and \$10,000.00 was received through the sale of school bonds, on the town of Fort Myers, which amount was expended on the new High School building in Fort Myers.

The new building for Fort Myers, known as the Andrew D. Gwynne Institute, was opened for use in September, 1911. It contains ten class rooms, principal's office, library and auditorium, and will accommodate about four hundred pupils. It is built of brick and has tile roof. There are four toilet rooms in the building, which are equipped with the best and most up-to-date fixtures, and are perfectly sanitary. We also have the "sanitary drinking fountains." The building is supplied with heat by radiation, the heating plant being located in the basement. The building cost \$33,250.00.

In Edgewood, a suburb of Fort Myers, we have established a grammar school. We opened the school there last year with two teachers and an enrollment of 80 pupils. We erected a four-room building, but left the second story unfinished until we shall need it for additional teachers.

At Boca Grande, a place destined to be one of the best shipping points in this part of the State, we have erected a six-room building, leaving the second story of that

building unfinished until such time when we shall need more teachers.

We anticipated rapid growth in these two last named places, hence the necessity of an addition to the school building in the near future. An easy way to add to the buildings, without spoiling the architectural effect, is simply to finish some part of the building, under the original roof. It is also economy to do this.

The other buildings erected are one-room buildings for rural districts.

CONDITION OF OUR FINANCES.

In order to do our building, and, at the same time keep up the current expenses of the schools, it was necessary for the School Board to borrow several thousand dollars—to be exact \$12,000.00. This amount, however, is on easy terms, and the debt can be liquidated very easily, by careful management of the funds. While this represents our total indebtedness, we had a "Net Cash Balance" of \$4,738.46 at the close of the year, June 30, 1912. This sum will aid in meeting the expenses of the schools until the collection of taxes for 1912. The sum mentioned includes the balance in Special Tax Fund.

TEACHERS AND SALARIES.

We are trying each year to secure better teachers, and I think our teachers last year were above the average for any year previous. I believe the time has come when low salaries and poor teachers will be found going hand in hand. At least, we find it hard to get the best teachers if we do not offer (and pay) good salaries. I wish we were able to pay better salaries. Our children would get the benefit of the difference.

THE SCHOOL TERM.

We try to keep all the schools running, at least six months. A few of the rural schools, for various reasons, close before the end of the six-months' term. Other schools, located in special tax school districts, run seven and eight months. The "average" length of term, however, is six months in the county.

ENROLLMENT AND ATTENDANCE.

Since our last report, the enrollment has increased 25 percent; while the "average attendance" has only increased about 19 per cent. The cause of the difference between these percentages can be attributed, partially, to the fact that a number of pupils move into the county and enter school long after the opening of the school term. I think, however, that the main cause is indifference on the part of the parents. From year to year, I am more thoroughly convinced that we need a "Compulsory Attendance Law." And I hope the Legislators will take this matter up at the next session of the Legislature.

SPECIAL TAX DISTRICTS—FREE BOOKS.

The funds collected in the Special Tax School Districts prove a great benefit to the schools within such districts. Terms of school are lengthened, fences built, grounds beautified, buildings painted and otherwise repaired, equipments furnished, etc., from these funds. Last year, five of the special tax districts furnished free books to the pupils within those districts—nine schools being supplied with free books. Nearly all of the districts also furnished their schools with maps and globes. A few of the schools also put in small libraries, paying

for same out of the special tax fund. It is the purpose of the trustees to add to these libraries from year to year.

CLOSE OF TERM—LAST REPORT.

The close of this year will close my term as Superintendent of Public Instruction, the voters of the County having expressed a desire, in the recent primaries, to make a change. I entered upon the duties of Superintendent in July, 1907, filling out an unexpired term.

Since then, I have noted, with interest, some advancements in the schools of the county.

We have established ten (10) new schools; erected twelve new school buildings at an aggregate cost of \$41,600.00; increased the teaching force from 30 teachers to 50; the enrollment of pupils has increased over 77%; increased the number of "single patent desks" from 228 to 1080; increased the "good blackboard surface" from 256 sq. yds. to 669 sq. yds. New maps, globes, charts, etc., have been put into practically every school in the county. Five Special Tax School Districts have been established, making twelve districts in the county, and covering all the schools but about five. A few school libraries have been established; free books for some of the schools, in a few of the special tax districts.

Practically every one of the old buildings has been put in good repair, painted, etc.

I have tried to be a friend to the public schools and to the cause of education. And, while I, as County Superintendent, may not have accomplished all that should have been, or could have been accomplished, I do not feel ashamed of my record.

The School Board and the Superintendent of Lee County have worked very harmoniously together, since I entered upon the duties of Superintendent, and if we had had the funds with which to do, I feel that more good could have been accomplished.

In turning the great work over to the new Board, of which there will be two new members, and the new Superintendent, the first of next January, we extend to them our best wishes for great success.

Respectfully submitted,

D. W. SUMNER,
County Superintendent of Public Instruction.

LEON COUNTY.

Tallahassee, Fla., Oct. 10, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In submitting this general report of the school work in Leon County for the past two years, I desire to express my thanks and sincere appreciation for the uniform kindness and courtesy extended to my County at every opportunity by yourself and clerks during the whole of your two administrations. I will always cherish pleasant memories of our relations, both officially and personally.

We have recently completed the new High School Building at Tallahassee, and it is now the best in the entire State. One of our new features is a "Domestic Science Department" superior to any in the public schools of Florida, where the girls will be instructed in the elementary training for the proper management of their households in after life.

We also have one of the finest and most modern stereopticons for use in illustrating the various subjects taught in the school by means of a choice and comprehensive as-

sortment of slides. This instrument will also use opaque pictures, such as common post card views of cities, etc., and throw them in full life-size and natural colors on the wall, or screen, thereby rendering much assistance to the teachers in making various matters clear to the pupils.

The original "Leon Academy Brick Building" has been fully repaired and made better than ever before by the addition of closets with sanitary plumbing. This provides ample accommodations for the "Kindergarten" and the first, second and third grades, allowing two rooms each for the Kindergarten Department and the "Primary Grade," both of these being so numerous as to require more than one room. These two buildings contain the "Leon Graded and High School, with a force of fourteen teachers, all of them being exceptionally efficient and holding the highest grades of certificates for the line of work in which they are employed. Dr. W. E. Knibloe, the Principal, is generally conceded to be one of the best in our State in every respect, and his "First Assistant" in the "High School Department," Miss Caroline Mays Brevard, is the most noted of Florida Historians, being the Authoress of the leading text book on this subject. This provides Tallahassee with public school facilities unsurpassed by any city in this State.

The schools throughout the entire county have been improved in proportion, and Leon County will now compare favorably with any in the State in this respect, although we have been at the disadvantage of providing for a very large school population with but scanty revenues for the purpose.

Notwithstanding this difficulty, however, we have succeeded in keeping our "County School Fund" out of debt, and our finances are in good, sound condition.

ASSISTANCE RECEIVED FROM THE NEGRO RURAL SCHOOL FUND, ANNA T. JEANES FOUNDATION.

In our work for the colored schools in the country this excellent institution has rendered valuable aid by providing the salary to employ a teacher to travel among the various schools under my direction and give lessons in agriculture and simple industrial occupations to the pupils. He also advises the teacher of the school as to how to handle these subjects and visits the patrons as far as possible, so as to organize a proper spirit of interest in these branches of education, etc.

But few of our people realize the capacity for improvement that is lying dormant within the colored race awaiting some encouragement along these lines to develop it. Indeed many seem to be under the mistaken impression that the colored race is dying out, and will ultimately be a thing of the past. This is certainly a mistake, for within less than fifty years past they have more than doubled in number, purely from the natural increase without additions from immigration, and have accumulated about six hundred million dollars in taxable property within the United States. Colored men are now found among all of the learned professions and skilled trades and some of them have become quite a success as business men. Being originally from the Tropics they are well adapted to the climate of the Southern States.

These facts plainly indicate that they are here to stay, and the most sensible course we can pursue is to help them to become better and more useful citizens. This is the purpose of the "Jeanes Fund Workers" by teaching the young colored boys and girls useful employments that will keep them too busy to find time to fall into the vicious habits that accompany idleness, and at the same time help them to earn a good living and become more valuable to the entire community. This will prove a

blessing to both races, and should be encouraged by all citizens who have the true welfare of their country at heart.

TOTAL NUMBER OF SCHOOLS AND PUPILS.

We ran the past season seventy-eight schools with an aggregate enrollment of six thousand seven hundred and thirty-one pupils. This is "High Water Mark" with us, being much greater than ever before in the history of this county.

Yours respectfully,
EDWARD BRADFORD EPPES,
County Superintendent of Public Instruction.

LEVY COUNTY.

Bronson, Fla., Oct. 18, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request, I submit herewith a report of the public schools of Levy County for the two years ending June 30th, 1912.

BUILDINGS.

During the past two years we have not done as much building as we usually do. We have repaired quite a number of our school buildings, and now have them in very good repair, but owing to the rapid increase of school population in parts of the county, we find it necessary to enlarge many of our school buildings.

FINANCES.

Our school fund is in good condition. Little change has taken place in this respect during the past two years. Teachers are paid cash, and warrants promptly met at

the close of the year. Money is borrowed from the bank at 6% per annum to pay teachers until taxes are collected in the spring.

SPECIAL TAX DISTRICTS.

There have been established in the past two years two Special Tax Districts, making nineteen in all. With the exception of three, all levy 3 mills, adding over \$6,000.00 to the school fund of the county. This fund is used in lengthening the school term and supplementing the teachers' salaries.

TEACHERS.

There is evident improvement in the qualifications of our teachers, and I attribute it to the fact that the Normals are being attended to a greater extent than heretofore. Many of our teachers are doing excellent work.

COMPULSORY EDUCATION.

We need a wise law compelling the attendance of children at school, limited to the first ten years of a child's school period, and at least for five months each year. Many of our people are favorable to such a law.

GRADING COMMITTEES.

I would suggest that the grading of examination papers be made as uniform as possible; therefore, I suggest that the State be divided into not more than four Grading Committee Districts (like Congressional Districts), and have a committee for each district. This would hardly be any more expensive than the present system of grading, and it would give more uniformity.

UNIFORM TEXT-BOOKS.

We have put in operation the books as adopted by the State in this county, and I like it better than the old system, but I would suggest that the State now provide a "Course of Study" for all the counties, which would give in the main uniform graduation and uniform rules and regulations for the whole State.

Respectfully submitted,

THOS. W. PRICE,
County Superintendent of Public Instruction.

LIBERTY COUNTY.

Bristol, Fla., August 12, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Florida.

Dear Sir:—Complying with your request of June 12, 1912, I herewith submit a report of schools and school work in this county for the past two years, ending June 30, 1912.

SCHOOL BUILDINGS.

Since submitting to you my last bi-ennial report, we have had very little cause to build or put in any repairs, though we did build a 2-room house at Telogia, Florida, on the A. & N. Railroad, also built one more room to our graded school building at Bristol. We will, at our next meeting, let contract for the erection of three more one-room houses to take the place of two old and one that was destroyed by fire. When these are completed, all of our school houses for whites will be in fine shape, and

as soon as practicable we intend building houses for all our negro schools, which with the exception of two, are now being taught in churches.

FURNITURE.

In the past two years we have furnished three houses with single patent desks, teacher's desk and chairs, and Hyloplate Black Board, and partly refurnished some other houses.

TERMS.

We have two graded schools with eight months' terms each, all white rural schools five months, all negro schools, four months.

TEACHERS' SALARIES.

We pay our white teachers from \$30.00 to \$85.00 per month, and our negro teachers from \$20.00 to \$35.00 per month. And by paying them cash enables us to get very good teachers. However, we are not satisfied with the salary we are paying and expect to be able in the near future to pay a better salary.

SCHOOLS AND ATTENDANCE.

We were forced to add one more teacher to the faculty at the Bristol Graded School last year, as the enrollment and attendance had increased so rapidly, and it is also the case at Hosford, we are going to put in an extra assistant. I am glad to note that the enrollment in all the rural schools has increased as well as in the graded.

FINANCES.

Our financial condition is about the same as when I

made my last report. Owing to the fact that prior to the year 1909, the levy for school purposes was 5 mills, which scarcely paid the teachers, hence our school property was getting in bad shape, but in 1909 we raised the levy to 7 mills which has enabled us to make considerable improvement in the way of building, furniture and apparatus.

Respectfully submitted,

J. E. ROBERTS,
County Superintendent of Public Instruction.

MADISON COUNTY.

Madison, Fla., Oct. 9, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request I herewith submit the following report from this county:

BUILDINGS AND FURNITURE.

Since my last report we have erected nine new school buildings at a total cost of \$14,500. Three of these, one each at Pinetta, Sirmons and Lee, are two-story, three-room structures, with auditoriums seating 250 persons. All our new buildings are comfortable frame houses, painted and well lighted and ventilated. During the past year the Board has put into the schools of the county two carloads of desks, and are now contemplating the purchase of another carload, which will furnish all the schools with new patent desks. Every school room is well supplied with hyloplate blackboard.

TERMS AND ATTENDANCE.

It is the purpose of the Board to arrange a six months' term for every school in the county. So far this has been impossible of accomplishment owing to some local condition or lack of experienced, trained teachers. The average term for the past year was 106 days, which we hope to increase this year. The average attendance increased some five per cent. the last school term, but it is still less than 66 $\frac{2}{3}$ per cent. of the total youth of school age. Part of this can be attributed to local conditions, part to indifference and part to various other causes. Certainly, however, that we shall never get the best results from our schools so long as one-third of their efficiency is cut off from lack of attendance. Local difficulties can be overcome and part of the waste from indifference can be stopped by a campaign of education for better attendance, and we are doing what we can along this line, but I am persuaded to believe that it can be reached best by the right kind of a compulsory attendance law.

FINANCES.

We are levying the maximum of seven mills, but on account of unusually large expenditures for buildings and furniture the Board is considerably in debt. However, we shall in all probability be able to liquidate this debt during the present term and meet all demands. We have arrangements with a local bank to cash our warrants at a rate of six per cent per annum when we have no funds on hand, and each year we have to borrow considerable sums during the fall and winter before taxes are collected. These loans could be largely eliminated by requiring all taxes to be paid by January 1st instead of April 1st. I think this should be done.

NEEDED LEGISLATION.

I submit the following without further comment, as I consider it unnecessary: I favor (1) a State Grading Committee; (2) a reasonable compulsory attendance law; (3) a law requiring all taxes to be paid by Jan. 1st, instead of April 1st.

Respectfully submitted,

G. W. TEDDER,
County Superintendent of Public Instruction.

MANATEE COUNTY.

Bradentown, Fla., July 30, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Florida.

Dear Sir:—In compliance with your request, I take pleasure in submitting the following report of conditions of the schools of Manatee County, for the terms of 1911 and 1912.

I dare say but few counties in the state can claim a better school spirit, or more enthusiasm along educational lines than Manatee.

Every school in our county, and all of the taxable property is now in one Special Tax District, and the people of each have voluntarily voted the full limit of 3 mills to help the school authorities in maintaining good schools. This brings in to the Trustees of the various Special School Districts something over \$11,000 per annum, and they take more interest in their local school affairs by having the responsibility of appropriating this money for school purposes as they see best.

Besides this, we have the full 7 mill levy, and the County Commissioners allow us $1\frac{1}{2}$ mills more as a deficit fund.

Our County Commissioners have also increased our total county assessment from about $2\frac{1}{4}$ to something over 4 million dollars, which now puts our school revenue on a more reasonable basis, and will enable us to move forward in the future at a rate commensurate with other lines of advancement being made in our county.

The tide of immigration has surely set our way, as our school enrollment has increased from about 1,900, since my last Bi-ennial report to you, to about 2,400 the past school term, or an increase of 400 pupils in two years. It required a whole decade previous to 1908 to witness an increase of pupils equal to the increase we have had of over 500 pupils in the last three years.

Of course this increase in enrollment has necessitated an increase in teachers, and we now have 87 teachers in our 46 schools, an increase of 14 in three years.

This year we paid our teachers an average monthly salary of over \$55, and increased our school term to 114 days average. This was an average of 7 days better than last year, and 14 days better than two years ago, which means 14% increase in the average length of term over the county in two years.

I should have mentioned the fact that we have been doing all we could to encourage better scholarship and a higher standard in our teachers, with the result that of the 87 now employed, 7 hold State certificates, 26 first grades, 44 seconds, only 5 hold third grades, and five were temporary.

We also require their attendance at the meetings of our Educational Association, which meets at the County Site bi-monthly, and in which a great deal is accomplished. At these meetings the teachers also exchange

books and get new books from their own Circulating Library, which now has several hundred volumes devoted to a teacher's needs in it.

During the last two years we have expended \$6,688 on repairs to our buildings, and for furniture, and now have good patent desks and hyloplate blackboards in all of our schools, and the trustees are putting in globes and maps and extra reading charts out of their special tax money.

We have succeeded during the last year in selling \$50,000 of Funding Warrants bearing only 5% interest, for the purpose of taking up outstanding warrants representing a debt that was made several years ago while the assessment was low, and on which our county was paying 8% interest, thereby saving several hundred dollars a year to the tax payers, and getting time enough on same to enable the administration to meet said warrants from time to time as they fall due without interfering with the running expenses, as the increased assessment will now give the School Board about 50% more money to operate with than we have ever received.

We have just let contracts and now have under construction school buildings as follows:

Manatee County High School Building at Bradentown on a 4-acre lot purchased for \$4,500. Said building to be three stories high, built of brick and concrete, finished with pressed brick and Georgia Marble, containing 12 class rooms, besides the auxiliary rooms, and an auditorium with a seating capacity of over 400, and to cost in the neighborhood of \$15,000, and modern in every particular, with up-to-date heating and ventilating system:

Palmetto High School at Palmetto, and Sarasota High School at Sarasota, each a near duplicate of the above;

Terra Ceia Rural Graded School Building at Terra Ceia, containing 5 class rooms, etc., built of brick and finished with nice face brick, costing about \$5,000;

Palma Sola Graded Rural School Building at Palma Sola, containing 2 class rooms, etc., built of brick and finished with nice face brick, and costing about \$2,000;

Cortez Rural Graded School Building at Cortez, containing 2 class rooms, etc., built of brick and finished with nice face brick, and costing about \$2,000;

A nice one-room frame building at Durham, costing about \$300;

and a nice two-room frame buiding at Gillette costing about \$500.

These will all be finished for the coming term of school, and will be the first brick school buildings in the county, and will give us ample facilities for taking care of the pupils for years to come, and represents more real worth in school buildings, than all of our school buildings did before.

All of the new buildings will be thoroughly equipped with the best furniture and apparatus, and we believe when finished will put us abreast of the most progressive counties in the state. In order to do this, we have sold \$50,000 worth of time warrants at par, bearing 5% interest, arranging their maturities so as not to embarrass the School Board.

In looking over the statistics and comparing the present status and general enthusiastic school spirit that exixsts among our people generally, with that of several years ago, we believe that we are excusable for viewing it with a pardonable feeling of pride and satisfaction that our county now ranks among the very best in the state educationally, and see no reason why number one results may not be obtained in the future.

Yours very truly,

L. L. HINE,
County Superintendent of Public Instruction.

MARION COUNTY.

Ocala, Florida, October 29, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Florida.

Dear Sir:—Complying with your request and the custom that prevails of making a report of the school progress in the county for the past two years, I have the honor and the pleasure to submit the following:

There has been a general trend toward bigger things with us. We have pursued the policy of conservatism in expenditure, but have tried to avoid the practice of closeness. Our schools have been increasing in number to the point that we are now operating sixty-seven white and fifty colored, making a total of one hundred and seventeen, and employing ninety-nine white and eighty-four colored teachers, making a total of one hundred and eighty-three teachers.

A feature of the negro schools is the encouragement of industrial training along agricultural and mechanical lines. In Fessenden Academy, an Industrial Institute at Fessenden, we have an institution principally owned by the American Missionary Association, but controlled by the county board, that is doing a splendid work for negro youth. The plant is probably worth more than \$25,000 and the principal, Professor Jos. L. Wiley, has been there fourteen years.

We have established three new Special Tax School Districts at Fort McCoy, Anthony and Summerfield, respectively, thus making thirty-six of these districts in the county. We are just completing new school buildings for Fort McCoy, Fairfield, Sparr and Summerfield at an expense of about \$1,500 for each. A committee has in charge the matter of a new building for the Ocala High School which will be in keeping with the splendid character of the school.

While there has been difficulty in filling all the places in the county, owing to the general scarcity of teachers, we have still been able to hold a number of our old teachers for a long term of years, thus securing a steadiness of work not possible where there are continuous changes.

Professor J. H. Workman as principal of the Ocala school has been with the school ten years, and Miss Nellie Stevens as principal of the primary department has been with us for a long period.

We have difficulty in filling our schools with satisfactory teachers owing to the fact that there seems to be a decreasing number preparing for the profession. This in my mind is accounted for upon the ground that there is simply not sufficient financial inducement to justify the effort and expenditure necessary to meet the requirements.

In the last primary election all members of the present school board and the present superintendent were re-nominated for the ensuing terms.

The next meeting of the Florida Educational Association will be held in Ocala and we hope to give the educators a reception that will be pleasing to all in attendance, and we know that the educational uplift of this great force will be of vast benefit to our people in the matter of school interest.

Since you will retire from the state superintendency at the close of the present year, and this will be the last report that I shall have the honor to submit to you in the capacity of county superintendent to his superior officer as State superintendent, I desire to express to you my sincere and hearty appreciation of the uniform courtesy that has been extended to this office from yours, and further, to extend my best wishes for your future success, usefulness and happiness.

Very respectfully submitted,

J. H. BRINSON,
County Superintendent of Public Instruction.

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Very respectfully submitted,

J. H. BRINSON,
County Superintendent of Public Instruction.

MONROE COUNTY.

Key West, Fla., Sept. 21st, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—Responding to your request of recent date for information concerning the public schools of this county, I beg to submit the following:

ENROLLMENT AND ATTENDANCE.

The enrollment for the past eighteen months has been greater than heretofore, an increase of 10%, while the attendance has increased 25%. From my experience, I am sure that the attendance upon a school is largely determined by the class of teachers employed.

TEACHERS.

Our teachers are very enthusiastic in their work. We have been conducting a five weeks' normal at the close of school for the past four terms; and I am sure that we are amply repaid for our efforts. After the closing of our Normal, many of the teachers attend the University Normal at Gainesville. The result of this activity is: we have seven times as many first grade teachers as we had four years ago; and the indications are that they will continue to improve themselves. We have five specialists in our High School Department, this year, and anticipate a very successful year.

OUR SCHOOLS AND THEIR EQUIPMENT.

We have plans for a sixteen-room stone graded school building, which we are going to erect this spring. When completed we will be ready for the enactment of a com-

pulsory school law, which, I think, is very necessary for the future citizenship of our State. We are putting forth every effort to get the children to come to school, and to keep them there when we get them. Our schools are supplied with the most modern equipments, and kept in a most sanitary condition.

Cordially yours for better schools,

VIRGIL S. LOWE,
County Superintendent of Public Instruction.

NASSAU COUNTY.

Fernandina, Fla., Oct. 15, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—I beg to submit herewith my report on the schools of Nassau County.

The most important educational advance made by this county during the past two years is the establishment of a Summer Normal for the training of our teachers. The Normal was held at the town of Callahan, Florida, during the summers of 1911 and 1912, and our reports show that the number enrolled is equal to more than one-third of the total number of teachers employed. (White).

Special attention has been given to improvement of school grounds and the repairing and remodeling of school buildings. The amount of \$2,000.00 has been spent in this direction, and many other improvements are now under way.

A two-story brick school building has been erected at Hilliard, also five frame buildings have been built in different parts of the county. Other frame buildings are in the course of erection at the present time.

The vicinity of Hilliard has been created a Special Tax School District, making in all three Special Tax School Districts in Nassau County. And our number of graded schools has increased to four.

We are glad to report that our High School at Fernandina has an unusually large attendance this year, with an outlook for a very successful term. This school gives instruction in the four grades of High School work.

Respectfully submitted,

L. L. OWENS,
County Superintendent of Public Instruction.

ORANGE COUNTY.

Orlando, Fla., Oct. 18th, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

My Dear Sir:—In compliance with your recent request for a report of the Public School work in Orange County for the past two years, I submit the following:

I came into this office the latter part of August, 1911, by appointment of the Governor to fill the unexpired term of office, caused by the death of the late honored and much beloved Superintendent, Wm. Bingham Lynch. The review of the work from my personal knowledge can, therefore, cover but one year, but from reports in the office I gather information of the condition and work of the schools during the previous year, some of which I include in this report.

Orange County maintains forty-two white schools, with an enrollment last school year of 2,636, and an average attendance of 2,030, or 77% of the enrollment; and twen-

ty-five negro schools, with an enrollment of 1,634, and an average attendance of 1,124, or 68% of the enrollment. This shows an increase both in enrollment and average attendance over the previous year. In these schools 104 white and forty-three negro teachers are engaged, with salaries ranging from \$30.00 to \$225.00 per month. During the past year the salaries of teachers have been materially increased, and it is the disposition of the School Board to continue to increase salaries of teachers with increased efficiency. These schools were maintained last term at an expense of about \$67,000.00, including repairs, incidentals, etc.

We have twenty Special Tax School Districts, two having been created within the past year. Seven mills are assessed for general school purposes, and three mills additional in the Special Tax Districts, with two exceptions. The school term, both for white and colored schools, is six months except in the Special Tax Districts, where the term is eight months. Two Senior High Schools are maintained, one at Orlando and one at Sanford. Sanford is well provided with buildings, having three separate buildings, apart from each other, to accommodate the Primary, Grammar School and High School Departments. The High School building, erected during the past two years, is hardly inferior to any public school building in the State. Orlando is now planning to erect an additional school building at a cost of about \$25,000.00, and when that is complete will be prepared to accommodate the yearly increasing attendance of pupils. In addition to the Senior High Schools there are eight schools that do ninth and tenth grade work.

This county spent last year about \$4,000.00 for transportation of pupils, and will spend a larger sum this current year, but this feature of the work is losing favor with our Board, and it will probably be abandoned in another year as impractical and too costly for the benefits derived.

The Superintendent, with the co-operation of the County Board, is striving to raise the standard of the teaching force of the county. Our native teachers are encouraged to prepare themselves to obtain first grade certificates, and where it is impossible to fill positions from those who qualify at our regular examinations, we seek the best talent that can be had elsewhere. We feel that the State law that requires an examination of all who teach in the State, regardless of previous preparation, diploma or certificates is adverse to the interests of our schools. Many are discouraged from seeking diplomas from our State institutions, and many from other States who hold diplomas from Universities and Normal Colleges of acknowledged merit and high standing are deterred thereby from entering the school work of Florida. It seems that the State Board should have discretion in issuing certificates or diplomas from well-known Universities and Normal Colleges, and that a diploma from our own University and Normal Colleges should be accepted by County Boards in lieu of an examination.

While the Public School system of our county is far from perfection, we believe a good work is being accomplished, and that progress and improvement are noticed each year. The current term has opened with an increased enrollment and with a manifestly increased interest in the school work of the county. There has been less friction between teachers and patrons than for the first month of last term, and a more general expression of satisfaction with the corps of teachers in the several schools. Thus encouraged we are looking for a prosperous and successful term.

Thanking you for your kindly interest and willing co-operation, this rather meagre report is respectfully submitted,

J. F. McKINNON,
County Superintendent of Public Instruction

OSCEOLA COUNTY.

Kissimmee City, Fla., October 12, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Florida.

Dear Sir:—In compliance with your request, I beg to submit herewith a brief report of the schools of Osceola County.

Since my last report to you, we have finished the Osceola High School, which is one of the largest and handsomest school buildings in the State. This building complete cost the county approximately \$35,000.

"We have also built a nice two-story brick building and established a High School at St. Cloud.

A number of schools has also been established throughout the county during the past year.

Interest in school work has largely increased throughout the county and the school authorities have been given every assistance in their work.

A number of teachers has been added, and the Board has established a minimum salary of \$40.00 for white teachers, maximum salary paid in the county being \$175.00.

Last year we paid out over \$4,000.00 more than the preceding year in salaries for teachers. Notwithstanding the increase in salaries, and the large expense necessitated by the erection of the Kissimmee School and the St. Cloud School, our School Board, by careful business methods, is only about \$7,000.00 in debt, and next June hope to report a balance instead of a deficit.

We have just established in the county two new Special Tax Districts and this now brings the total up to six.

I desire to thank you for your courteous treatment and for the promptness with which you have always rendered

assistance towards the betterment of our educational work.

Very truly yours,

W. J. SEARS,
County Superintendent of Public Instruction.

PALM BEACH COUNTY.

West Palm Beach, Fla., Aug. 26, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Florida.

Dear Sir:—In compliance with your request for a special report on education in this county I offer the following:

Although but three years have elapsed since Palm Beach County began housekeeping on its own responsibility—having been a part of Dade previous to that time, yet we trust that the pride we feel in the progress we have made along educational lines, particularly in regard to the erection of school houses, enrollment, equipments, and the efficiency of teachers, is a pardonable one.

BUILDINGS.

In the past year our increasing needs rendered it necessary to enlarge one of our school houses, to build a one-room frame school house, and a concrete-stone building. This latter building, erected at Jupiter, contains two large class rooms, cloak rooms, and a principal's room on the ground floor, and a committee room and a spacious assembly hall on the second floor. Though costing but \$8,000, it is one of the handsomest school houses in the State, and is justly the pride of the community. Recently contracts have been let for the

erection of a four-room school house at Hypoluxo, an eight-room school house at Delray, and a six-room school house at Boynton, the contract prices being \$4,268, \$9,979, and \$11,070, respectively. All are to be built of concrete-stone. It is not expected that these buildings will be filled with pupils in the immediate future, but with our rapidly increasing enrollment we deem it advisable to avoid marring their architectural designs with additions for a few years by building beyond our present needs.

ENROLLMENT.

During the year just closed the Board of Public Instruction maintained thirteen white and seven negro schools. The total enrollment, excluding nearly three score Kindergarten pupils, who, I believe, in some particulars at least, are not considered legal pupils, was thirteen hundred twenty-three, against eight hundred eighty-two for the year 1909-10. From these figures it will be seen that the increase in school population since the last bi-ennial report went from this county is exactly fifty per cent. While the increase in average attendance has not been so great, there has been a healthy growth. A Compulsory Education law, which I hope our Solons will enact at the next session of the State Legislature, would augment the enrollment and average attendance to a marked degree.

TEACHERS' SALARIES.

To some extent we are handicapped by a dirth of home teachers, fully three-fourths of all those employed in our county, thirty-six white and fifteen negroes, coming from beyond our borders; and a lack of knowledge on our part relative to their capabilities occasionally operates to the disadvantage of our schools. The fact that we have

striven to fill our schools with normal-trained teachers, though palliating this evil, has not proven a sovereign remedy. Since we must go away from home for so large a proportion of our teachers, and as an inducement for experienced ones to enlist in our service, we have increased salaries to the extent that we probably pay the highest of any county in the State, the average for white teachers for the year just closed being \$77.91 per month for a year of eight months, and for negroes about \$40 per month for a year of six months.

TRANSPORTATION.

Owing to the situation of some of our schools, transportation has become a problem. In certain instances we are obliged to maintain both wagon and boat service, while in others where only a few pupils are to be transported, and the roads are good, as in most parts of the country where schools are located, the County Board furnishes bicycles. Last year we expended \$2,154.95 for this item.

SPECIAL TAX DISTRICTS.

Excepting the negro section of West Palm Beach all the territory of the county is organized into Special Tax School Districts. The negroes residing in this excepted territory have the progressive spirit and will vote on the establishment of a district a few days hence. All districts are assessing themselves the maximum millage. As the County Board does not require them to expend their entire income, but encourages them to accumulate funds with which to build new school houses, they now have over \$15,000 to their credit.

LIBRARIES.

That the pleasure and profit of the pupil may be enhanced, and as an aid in making the school the social

center of the community, the establishment of libraries is encouraged, and, in pursuance of this policy, the County Board donates a sum equal to any amount expended by a district for such purposes.

FINANCES.

Despite the indebtedness we had to assume when our county was created, and the heavy expense of equipping our schools with the latest and best appliances, our finances are in a healthy condition. We have gone the limit and are assessing ourselves for school purposes all the law allows, and would at this time be out of debt had taxes been paid promptly. Exclusive of old indebtedness and buildings now being erected or about to be commenced, we have expended in maintaining schools the year just past \$56,045.68, or \$42.36 per capita on the entire enrollment. Our warrants bear seven per cent. interest and are readily accepted by the local banks.

COUNTY HIGH SCHOOL.

This report would be incomplete were I to fail to devote a few remarks to our County High School—the people's college—in which we feel an excusable pride. It would probably be difficult to find a better equipped school in the entire country, North or South. It combines a Kindergarten, a Grammar, and a High School department, and all teachers who enter its portals professionally must be normal-trained. Pupils from the neighboring towns attend the High School by train, and tourists appreciate the exceptional advantages it affords their children who patronize it. We have lately installed a pressure-tank water system, and a plant which irrigates the greater part of the nine-acre campus, now being set with grass, shrubbery, palms, etc. At present we are installing a department of Domestic Science which we

believe will add zest to the school life of those who avail themselves of its advantages. During the year just closed more than half of the white pupils of the county were enrolled in this school, and the cost of its maintenance was over \$25,000.

CONCLUSION.

We are now contemplating employing a medical inspector whose duty it shall be to visit the schools twice a year and give each child a thorough inspection. I believe that it should be incumbent upon Boards of Public Instruction to look to the physical welfare of the pupils as well as to their mental development, and especially to guard them against those insidious complaints so commonly overlooked in the young.

In visiting schools I have observed that the actual teaching of penmanship is practically among the lost arts, and we are considering the advisability of employing an expert teacher for this branch. By motorcycle he could visit the schools once each week, and I believe that the good that would result therefrom would be well worth the experiment.

Respectfully submitted,

H. W. LEWIS,
County Superintendent of Public Instruction.

PASCO COUNTY.

Dade City, Fla., Oct. 14, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request, I submit a brief report of our present school condition:

A marked school interest has been awakened, as is evidenced by the increased average attendance and demand for better teachers. I feel that nothing has operated more to bring about this condition than the South Florida Normal Institute that has been run in connection with the Pasco County High and Graded School at Dade City, having at least two of the best teachers in the State for such a school—Prof. P. W. Corr and Dr. W. F. Yocum.

All the schools but one have a special 3-mill school levy. This enables the School Board to give longer school terms and a better salary to teachers, as the trustees are willing to supplement for first-class teachers from \$5.00 to \$25.00 per month. A teacher holding only a third grade certificate is very hard to place, and one with a second grade is rarely wanted.

The average salary of white male teachers is about \$75.00 per month, and that of the white female \$65.00; school term some seven and one-half months.

Nearly \$5,000.00 in the treasury, above all indebtedness, at the end of the year, is our record.

Most all of our colored schools are made up from transients following public works, hence the children for the most part are in primary grades.

Several of our schools throughout the county have been consolidated; and while this incurs the cost of transportation, commodious buildings, etc., it seems to be the more satisfactory to the patrons, as their children have the advantage of the High School grades without being sent away from home to receive them.

The outlook for our schools is very encouraging.

Yours to serve,

M. L. GILBERT,
County Superintendent of Public Instruction.

PINELLAS COUNTY.

Clearwater, Fla., Nov. 4, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Florida.

Dear Sir:—In compliance with your request for a special report to accompany the annual report for the period ending June 30th, 1912, I have the honor to submit the following:

INCORPORATION OF PINELLAS COUNTY.

Pinellas County was a part of Hillsboro County until January 1, 1912, when it became a separate county. As all the schools then in operation had been opened and controlled since the opening by Hillsboro County, the Board of Public Instruction of Pinellas County at its first meeting agreed to carry out all the contracts as given by the Hillsboro Board. This was done in every instance.

PARTITION OF FUNDS.

The law creating Pinellas County provided that the Boards of Public Instruction of Pinellas and Hillsboro Counties should meet in joint session and agree upon an equitable division of the "Cash on Hand" and of the "Outstanding Indebtedness of the Hillsboro County Board of Public Instruction." This meeting was held in Tampa, March 12th, and an agreement was reached by which Pinellas agreed to pay \$4,290.14 as her share of the net indebtedness of the Hillsboro Board, and \$3,304.21 being the amount due the Hillsboro Board from the Special Tax Districts of Pinellas County. Both of these amounts were promptly paid closing an amicable and entirely satisfactory adjustment of the affairs of the two counties.

NEW BUILDINGS.

Two years ago the City of St. Petersburg voted \$35,000.00 in municipal bonds to erect a High School building. After \$5,000.00 of the bonds had been sold they were declared illegal. To complete the building and make the debt good, the leading citizens of St. Petersburg gave their personal notes to the bank for \$30,000.00 and the city council continued to pay the interest on the bonds sold. As the bank notes drew a heavy rate of interest, the County Board has arranged to borrow at 5% for the St. Petersburg Special Tax District an amount necessary to take up this indebtedness that was being carried by patriotic citizens. This gives the county one of the best High School buildings in the State.

New High School buildings costing \$16,000 each are being constructed at Clearwater and Tarpon Springs. Each of these three buildings has rooms for Domestic Science, Manual Training and a Commercial department, all of which will be installed and maintained.

At Gulfport a handsome \$4,000.00 building has been completed. At Lealman a beautiful small building, similar to the "Model Rural School" exhibited at the St. Louis Fair has been erected.

At Green Springs and Largo additions have been made to the present buildings. All of these buildings have been furnished both for pupils and teachers with the best school furniture that the Board could buy.

The negro men of Clearwater are erecting a handsome five-room stone building for their race, and at a very moderate expense to the County. The Board agreed to furnish cement and other raw materials on condition that the negro men make the stone blocks and erect the building with their own labor, free to the county.

HIGH SCHOOLS.

We have two Senior High Schools, one at Clearwater

and one at St. Petersburg. Two Junior High Schools at Tarpon Springs and Largo respectively. In all of these schools, we are trying to give in addition to the classical work required, an opportunity to prepare for actual work immediately after graduation. Our course of study and work has been arranged for the country schools so that they will be feeders for the High Schools of the county.

TEACHERS.

We believe in employing teachers who have had Normal training and who have decided to make teaching their life work. Several of our principals and High School teachers have degrees from Harvard, University of Chicago, University of Indiana, and other institutions of this class.

FINANCES.

Every acre of our county has been placed in the Special Tax District and all over the county there is a maximum levy of 11 mills for school purposes. This will give us for next year nearly \$60,000.00 for education which our tax payers realize is a large investment, but one that will pay large dividends if properly managed. If all our taxes that were due had been collected, and the amounts due the Board had been paid, we would have had at the end of our first school year a clear balance of over \$3,000.00 with which to begin the New Year.

For the future we are planning much. We believe in the protentiality of the School House and of the Divinity of the Teacher, and that a trained mind and hand are the best assets of any Commonwealth. We are the smallest and youngest county in the State, but we want to be the best.

Very respectfully,

DIXIE M. HOLLINS,
County Superintendent of Public Instruction.

POLK COUNTY.

Bartow, Fla., Oct. 11, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

My Dear Sir:—In compliance with your request, I have the honor to submit the following brief report of the condition of educational affairs in Polk County for the past two years:

The enrollment of white children shows an increase over last year of 406, while that of negro children is only 54. The average attendance of white children shows an increase over last year of 874; of negro children only 99.

We have 76 white schools in the county, 4 of which are Senior High Schools, with an enrollment of 2,082 pupils under the supervision of 57 teachers.

During the past two years there have been 11 new Special Tax Districts created, making in all 36. With the exception of three, each levies the maximum of three mills. Nearly all of these schools are furnished with up-to-date furniture and supplies.

During the present summer an elegant two-story brick school building, costing \$25,000, has been erected in Fort Meade. This building contains 15 recitation rooms, principal's office and a handsome auditorium capable of seating 700. The building is furnished throughout with the latest and most up-to-date furniture and fixtures.

Lakeland is contemplating the erection of a 15-room brick Grammar School on the south side of the city, while an addition of 10 rooms will be made to the present building on the north side, at a total cost of about \$38,000.00. Mulberry is now constructing a duplicate of the present building at a cost of \$12,000.00. The Summerlin Institute at Bartow has just been repaired and enlarged at a cost of \$1,200.00.

About a year ago the Board of Public Instruction negotiated a loan of \$75,000.00 at 5% per annum to take up all outstanding warrants that were costing 8% per annum, and by this means an annual saving of \$2,250.00 has been accomplished, and the Board has been enabled to pay off all "State Aid Claims" of her teachers.

The schools are all moving ahead without friction, and there is every prospect of a most successful year.

Yours very truly,

THOS. B. KIRK,

County Superintendent of Public Instruction.

PUTNAM COUNTY.

Palatka, Fla., July 31, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Florida.

Dear Sir:—Complying with your request, I herewith submit a report as to the condition of the schools of Putnam County.

Our school system during the past two years has shown marked improvement; each year more interest is manifested by teachers, patrons and pupils, and there is an increasing demand from the patrons for longer terms and better school facilities. There remains, however, much to be accomplished, and while it has been our policy to proceed, in the administration of our school affairs, along conservative lines, we do not overlook an opportunity to, as far as our means will permit, make improvements, where by doing so we might stimulate an educational interest in the neighborhood.

For the scholastic year ending June 30th, 1912, we maintained thirty-four white and twenty-four colored schools, an addition of two white schools over the term

of 1910-11. Our enrollment for the last term was; white, 1373, making an average attendance of 954; colored, 1433, making an average attendance of 1,041. In the rural districts our term for the white schools is from six to seven months; salaries from \$40.00 to \$65.00 per month. For city grammar and intermediate grades we pay salaries of from \$50.00 to \$65.00 per month, and in the high schools, \$75.00 to \$175.00 per month, term eight months.

The regular term for colored schools in the country districts is four months, however, where these schools are situated in the Special Tax Districts, they have a term of five months. The Palatka Colored School has an eight months' term. Colored teachers are paid from \$25.00 to \$65.00 per month.

We employed eighty-eight teachers last term and paid them a total salary of \$26,380.00, which is \$3,297.00 more than was paid for salaries for the term of 1910-11. This additional amount was expended in increased salaries, the maintenance of two new schools, and the extending of terms in a few of our more progressive communities.

In our farming districts the attendance of pupils drops off after January 1st; this I presume is due to the fact that the farmers require the services of their children on the farm, as at this time of the year preparations are made for the spring crop. As a partial remedy for this, we open these schools in July, or as early as possible after the close of the preceding scholastic year.

Our enrollment for the county has increased three hundred and fifteen pupils in two years.

We now have twelve Special Tax School Districts, organized and in operation; two having been added to our list since our last bi-ennial report. From these districts we received for the fiscal year closing June 30th, \$5,843.79. The Special Tax Districts have aided us much in a financial way, and they have served greatly to stimulate interest in the school affairs of this county. Eight

of our districts levy a three mill tax and four of them levy a tax of two mills.

Since our last report we have constructed three new school buildings at a total cost of \$1,276.69; all in the country districts. We have expended for repairs \$1,341.41, furniture, \$972.83, apparatus \$790.07, and we have purchased an adjoining lot to the Palatka School Property at a cost of \$3,500.00.

There has been but little change in our financial condition during the past several years, as will be shown by our annual report. At the close of the year, June 30th, 1912, we had a cash balance of \$4,424.78. Against this there were outstanding warrants unpaid amounting to \$521.79, which, deducted from our cash on hand, leaves us a net cash balance of \$3,902.99 with which to begin the new school year. You will observe, therefore, that we are in a very good condition financially.

Teachers' salaries and all bills against the school fund are promptly paid on the first of each month and our warrants are cashed at face value wherever presented for payment.

Very truly yours,

L. K. TUCKER,

County Superintendent of Public Instruction.

ST. JOHNS COUNTY.

Several requests were made for a report, but its retiring Superintendent failed to furnish one.

ST. LUCIE COUNTY.

Viking, Fla., October 10, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Florida.

Dear Sir:—Your request for data concerning the

schools of St. Lucie County was received yesterday. I respectfully submit the following:

SCHOOLS.

At the time the last Bi-ennial report was made there were 24 white teachers employed, and 4 colored teachers. Today we have 39 white and 4 colored teachers, with a prospect of having to add an assistant in two or more of our rural schools.

We have one Senior High School at Fort Pierce with a faculty this year far above the average. Nine teachers are employed in this school. Two Junior High Schools are maintained, one at Sebastian and one at Jensen, and there are at least four ungraded schools wherein are taught some of the ninth or tenth grade pupils. It would be much better could all of these pupils be sent to the regular High Schools, but their parents' financial condition does not enable them to pay board.

Nevertheless, the sub-district tax enables the trustees to add sufficient money to teachers' salaries to employ teachers qualified for this work.

BUILDINGS AND GROUNDS.

The board has built five new school houses and built additions to two at a cost of over \$6,000.00, and has spent over \$1,000.00 for furniture and \$900 00 for repairs during the last two years.

The board paid \$3,200.00 for a lot on which to build an up-to-date school building for the St. Lucie County High School in the near future. It expects to erect a building costing at least \$50,000.00.

In the rural schools all lots were donated.

TEACHERS.

St. Lucie County has not enough resident teachers, but is rapidly coming to the front in this respect. Quite a number of our finest young men and ladies are preparing themselves for teaching.

I do not think it will be long before our schools will be taught by home teachers.

We have some of the best teachers the country affords that are from other counties and states that have done efficient service and labored faithfully for the advancement of our schools, yet I think the sooner a county can supply home teachers the better off it will be. Several of our teachers have taken the Normal course the last two years.

Our salaries range from \$40.00 to \$125.00 per month for white teachers and from \$35.00 to \$55.00 for colored teachers.

SPECIAL TAX DISTRICTS.

All our county is now included in the various Special Districts. Most of them voted a three mill tax. The term of school has been lengthened from 5 months to 7 or 8 months. Teachers' salaries have been increased in most schools from 10% to 50%, this in the rural schools, thus enabling them to employ a higher class of teachers.

We never have any trouble in employing teachers as enough applications are received to supply four times the number of schools.

FINANCIAL CONDITION.

St. Lucie County is rapidly forging ahead. The increase in school funds has been over 75% during the last

two years. This being a new county and sparsely settled, it has been handicapped in regard to finances. New settlers coming in, requiring more schools and furnishings, teachers, etc., caused an increase in expenditures more rapid than the increase in funds, but we are beginning to see our way out. The debt has been lowered about 60% and by next July I think our schools will be entirely clear of debt for the first time.

INSTITUTES.

Last year the Board gave permission for the Superintendent to hold a week's Institute for St. Lucie County teachers. The teachers and trustees of the various Special Districts were allowed \$1.00 per day and railroad fare. This cost the county about \$175.00 and we consider the money well invested and that the pupils of our schools received a benefit of many times the value of the money expended.

This Institute was held the week following the September examination, and was conducted along the lines of Normal training.

We intend holding another during the present term. Nothing arouses a teachers' ambition and awakens the sleeping energies of the trustees so much as a well conducted institute.

Respectfully yours,

J. W. HODGE,

County Superintendent of Public Instruction.

SANTA ROSA COUNTY.

Milton, Fla., Aug. 12, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request, I here-

with submit the following brief report of the schools of Santa Rosa County for the past two years.

SCHOOLS.

The Board maintained eighty-one schools for white children last year and twelve for negro children. You may notice by comparing this report with the last Biennial Report that the number of schools maintained for white children is one less than was being maintained at that time. This is the result of consolidation. Several new schools have been established during the past two years, but several of the old ones have been consolidated.

School consolidation is rather in its infancy in this county, but the idea is growing, and in several portions of the county our people are learning that better results can be obtained for less money by maintaining a first-class rural graded school, supplied with competent teachers, than by maintaining a number of small, ungraded schools, supplied with the cheapest teachers obtainable.

I suggest that this method of school improvement be encouraged by all our school officials. Our legislature might also lend encouragement to this movement by giving us the proper legislation.

TEACHERS.

We do not yet have resident teachers enough to supply our schools. However, we are not having as much trouble to supply our schools with teachers now as we formerly had. For the past two summers the Board has paid one man to assist the County Superintendent in conducting a Summer Normal here at the county seat for our home teachers. The enrollment in this school has been thirty-six students each summer with an average attendance of thirty. About half this number were teachers who

wished to review for a renewal of their certificates and the others were young men and young women from different parts of the county who wished to prepare for the examinations. By this method we have added to our number of resident teachers about thirty, besides assisting others to better prepare themselves for the work.

Some of the best teachers we have in the county are among the young men and young women who have attended this school. They have shown marked ability in teaching, and no doubt within a few years they will be occupying some of the best schools in the State. The Board expects to continue this work and will probably add different departments in the near future.

SALARIES OF TEACHERS.

It has been the policy of the Board to increase the salaries of its teachers a little each year since I have held my present position. Last year the increase was about \$2.50 each per month. The Board hopes to keep up this rate of increase until it can pay sufficient salaries to employ only the best teachers.

The greatest obstacle in the way of higher salaries for teachers in this county at present is a lack of thorough preparation on the part of the teachers. Where we have Normal School Graduates employed our business men, school patrons and taxpayers in general are willing, if necessary, to supplement the salary the Board is able to pay.

It is very gratifying to me to know that some of our teachers have, it seems, read the signs of the times and are putting forth greater efforts than ever before to prepare themselves for the great work that lies before them.

TEACHERS' INSTITUTES.

We hold one County Institute for our teachers each

year, usually lasting two or three days. At these meetings the teachers take part in the work by discussing such school topics as may be assigned them by the County Board and Superintendent, or by the committee of teachers, who make out the program. We usually have some experienced teachers from outside of the county (often from our State College or University) to give two or three lectures on important phases of school work.

A few times we have held District Institutes for our teachers. These were held on Saturday so that no time was lost from school work. The public is always invited to attend our institutes and take part in the discussions.

SPECIAL TAX SCHOOL DISTRICTS.

We have eight Special Districts in operation in this county now. The funds collected in these districts for school purposes during the present year will be nearly \$2,500.00. In Milton the funds are used to extend the term to eight months, while in almost all of the other districts the money collected will be used to supplement the salaries of the teachers.

LENGTH OF SCHOOL TERM AND TIME OF OPENING.

Last year the term of school in the county for white children was extended to six months, and the colored schools to five months. They will be run the same length of term this year.

Heretofore the Board has permitted schools to open at any time after the 1st of July that a majority of the patrons of a school asked for it to begin. After this year no school will be permitted to open before the third Monday in September. Also every school in the county will be required to open on that date or as soon thereafter as teachers may be secured.

This change was made because the schools that were taught during the months of July and August have been very unsatisfactory, so far as actual results were concerned.

BUILDINGS.

During the past two years our Board has spent for buildings \$3,323.51. In several instances the new rooms erected have been additions to old buildings to accommodate the increasing population. However, most of the buildings erected have been one-room buildings in the isolated districts of the county that heretofore have not had any schools. In many communities the citizens have donated liberally in labor and material.

Last year we used only one log school house. Since the 1st of July of this year it has been replaced by a nice frame building.

FINANCIAL CONDITION.

On the 30th day of June our school fund was in debt a little over \$12,000.00, but the tax collector was due us over \$20,000.00. Since that time he has collected and turned over to this fund enough money to pay all outstanding warrants and have a cash balance of over \$5,000.00 to our credit. The Board expects to continue its present method of setting aside a certain amount each year to add to this fund until it has enough money on hand at the beginning of the year to run its schools for that year until taxes are due.

Respectfully submitted,

J. T. DIAMOND,
County Superintendent of Public Instruction.

SUMTER COUNTY.

Bushnell, Fla., October 10, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Florida.

Dear Sir:—In compliance with your request I am submitting herewith a report of the condition of the schools of Sumter County for two years ending June 30, 1912.

SCHOOLS.

We have twenty-four white schools and eleven negro schools. These are all taught in buildings owned by the School Board of this county. The number of white schools is gradually decreasing; being absorbed by the graded schools. We are now running wagons to convey the children living in isolated communities, and thus giving them the advantage of the graded schools and better teaching forces.

I am glad to report to you that the teachers in our graded schools are a great improvement on those in the past, and especially as to qualification; being at least 60% of them high school or college graduates.

In our country schools we are hampered to a great extent with young, inexperienced and incompetent teachers. It seems that the supply of experienced teachers to meet the demand of my county is out of my reach.

SCHOOL BUILDINGS.

We have in the past two years spent something like \$20,000.00 for new buildings and repair, aside from saying anything of the furniture bought. We have erected a high school building at Webster at a cost of about \$17,000.00 including fixtures and furniture.

The Bushnell stone building has been overhauled and the wood work repainted at a cost of \$750.00.

Coleman and Center Hill have both made additions to their school houses at a cost of about \$1,500.00.

There are several minor instances where we have built and repaired district school houses.

The majority of our school houses are furnished with patent single desks and hyloplate black-boards. Only in a few instances do we have the old double desks and wood black-boards in use.

We are doing all in our power to consolidate schools where practicable. Transportation so far as we have tried it, has proven a success.

TEACHERS' SALARIES.

Teachers' salaries are not altogether fixed according to grade of certificate. The educational advantages and experience has each its part in fixing salaries. At present the salaries run from \$35.00 to \$125.00 per month for all white teachers; negroes, from \$25.00 to \$40.00. This does not mean a discount from the face value either.

FINANCES.

Last year the collection from real and personal property in this county went to the \$28,000.00 mark. More than has ever been known for our little county. This enabled us last year to run all schools in the county six months, which has not been done since the freeze of 1894. Since the last report from this county we have increased the number of our special districts from 9 to 13, thus including the whole county, with the exception of about one square mile of land for each of two district schools. The county is asking for 7 mills and all special

districts are asking for 3 mills; making a total of 10 mills, and would go higher if we had the legal right.

At the end of the last scholastic year we found that we ran about \$2,000.00 behind, that is, our indebtedness amounted to that. We think that is good considering the one month extra, the increase in salary, and the amount of building done: then it was as good as the year before.

We have an arrangement with the Leesburg State Bank to take up all our warrants at face value, it charging 6% on daily balances.

In addition to the above, the Board has paid all claims of teachers against the State who taught on the 80% average.

COUNTY HIGH SCHOOLS.

We have one county high school doing the full four years' high school work. This nice new building is located on a plot of eight acres of ground in the midst of one of the best farming sections in the county. Our point of view was to make this the Agricultural High School of the county, which is now being developed.

Aside from our county high school we have five others doing the full two years' junior high school work. These are located at Oxford, Wildwood, Coleman, Bushnell and Center Hill.

UNIFORMITY.

We are working very hard to put all schools on a uniform basis as to work, books, and grades, and feel satisfied with the present outlook. We are also insisting on the rural schools feeding Junior schools and the Juniors feeding the Senior schools; and we are seeing that all teachers follow the course of study as outlined and use the adopted text-books.

LIBRARIES.

At present our libraries throughout the county are not what we would like for them to be, although some schools are furnished with very good libraries; that is of course being the work of a live set of trustees. Nearly all schools are furnished a good unabridged dictionary and charts by our County Board.

CONCLUSION.

All of the above conditions are rather gratifying to us, and I feel that school interest is growing in our county.

I thank you very much for the privilege of sending in this report.

Respectfully submitted,

G. H. TOMPKINS,

County Superintendent of Public Instruction.

SUWANNEE COUNTY.

Live Oak, Fla., July 18, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request, I hereby submit this my report of the condition of the public schools in Suwannee County.

SCHOOL PROPERTY.

It has been the purpose of the Board of Public Instruction to keep all the school houses in good repair, as the buildings grow older the more repairing there is to be done, but the Board realizes that a house kept in good

shape is not hard to repair at any time. There are a good many of the houses that need painting again and a few that have never been painted, and the Board is going to take up this work of painting all the houses in the county now soon. We now have a few houses in construction and a few more to build, which work the Board expects to finish this year. The Board also, as fast as demanded, places new patent seats in all the school houses, having now all the white school houses furnished with patent seats. Our apparatus has been very much improved during the last two years, some of the schools being filled with nearly everything necessary to make the equipments complete.

GRADED SCHOOLS.

We have one Senior High School and two Junior High Schools in the county, and all the other schools, that is, the rural schools as soon as their summer term is out, send as many of the pupils as are able to attend in to these High Schools, making the High Schools a great advantage to the entire county.

LIBRARIES.

There is a great deal more interest now being taken in the placing of libraries in the rural schools, as the benefits derived from the use of libraries in a few of the schools cause all the patrons to become interested.

SPECIAL TAX SCHOOL DISTRICTS.

There are in all fifteen special districts in the county, four of which have been established during the last two years, and with one exception, these districts are all in good condition financially. The money is being spent for lengthening the school terms, supplementing teachers' salaries and improving the school property.

TEACHERS.

The Board employs about ninety teachers during the school year, in every case possible employing teachers of our own county. We first paid teachers according to an appropriation made to each school, but finding that this method did not give entire satisfaction, we decided that we would pay a year or two upon the merits of the examination, that is, according to the grade of certificate that each teacher holds. We don't know just yet how satisfactory that will prove, but we hope that it will prove more satisfactory than the other way of paying teachers.

FINANCIAL CONDITION.

The financial condition of the county is somewhat embarrassing yet, though much better than it was two years ago. The indebtedness of the county two years ago was \$32,186.46, and at the present time the debt amounts to \$27,021.41, making a reduction of \$5,165.05 in the two years, and at the same time keeping up the school property in good shape, building new houses where they are needed and paying our teachers sufficient to run all the schools. To reduce the rate of interest we have issued coupon warrants, which come due at future dates, to the amount of \$22,000.00, which we get at 6% and the balance we get here from our local bank at 8%. This places us in a condition to take up all the local warrants out on or before July the 1st, and leaves us a small balance to enter into the new year as it opens. This is when all of the taxes are collected. We pay the interest on these coupon warrants semi-annually and lay aside at the end of each year a stipulated sum for the payment of the principal at maturity.

Very respectfully yours,

J. W. O'HARA,

County Superintendent of Public Instruction.

TAYLOR COUNTY.

Perry, Fla., Oct. 22, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public
Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request I give you
the following:

The school interest in our county has greatly improved to our gratification. The work of the school officers and teachers has been more effective and systematic in the past two years and therefrom we have a better foundation laid for greater results which will only require time to develop. However, one great trouble which we have is securing efficient teachers, teachers who are making the work a life work or profession. In view of the fact that the great interest needed by the patrons and the pupils depends greatly upon the efficiency of the teacher, we long to see the time when more strict legislation on the proficiency of teachers will be required.

We have now in our county thirty-eight white and two colored schools, with a total valuation of property of \$34,380.00. We had a net indebtedness on July 1st this year of less than \$7,000.00. We are not boasting of these figures, as our opinion of schools is that we should have fewer and better schools, as our total enrollment last year was only 1,352. In our opinion, consolidation with transportation would increase the attendance and decrease the number of schools and the actual expense would not increase, but we find from experience that it is impossible to make radical changes along these lines.

In my opinion, the kind of work which is now provided for the schools and required to be taught denotes a wonderful improvement in the school curriculum. For instance, the teaching of civics and agriculture in the schools has a tendency to better prepare the children for greater usefulness.

We have now in our county nineteen special tax districts, containing twenty-seven schools. This, I think, shows an increase of educational interest among the populace of the country.

We pay teachers from \$35.00 to \$125.00 per month, the total amount paid teachers last year in this county being \$11,860.00. The total expenditures for the year for schools was \$18,844.73. While this is small compared to the expenditure of some counties, ten years ago we only expended about one-sixth of this amount.

We have regularly adopted rules, regulations, course of study, list of text-books with a suggestive program for the use of all schools through the grammar grades, and we are putting forth a strong effort to have all schools well graded. We have the free-book system which has added something to the advancement in this county. However, there are some objections to the free-text-book system, especially for some counties for reasons which are not necessary to be given at this time.

We would like to say that we had a very successful Boys' Corn Club of about twenty-five members, of which about one-half that number held out faithful to Contest Day and received prizes, three of which I will mention, as I think they were more valuable or could be made so; that is, three scholarships to the Short Course in Agriculture at the State University. I believe that the Boys' Corn Clubs, and the Girls' Canning Clubs are going to make school work practical, thereby more profitable, and will cause more boys and girls to receive education by their organization.

We have only one high school which will, I think, prove more beneficial than the three we once had, with possibly less expense. In connection with that we have a normal department which will better prepare our teaching force. Under the present system of raising school funds I favor

the one mill school tax for the maintenance of the high schools of the State. This I beg leave to submit.

Yours very truly,

W. A. HENDRY,
County Superintendent of Public Instruction.

VOLUSIA COUNTY.

The Superintendent of this County was called on for a report, but he resigned on October 1st, consequently no report was received.

WAKULLA COUNTY.

Sopchoppy, Fla., Oct. 9, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request, I herewith submit to you the following special report of the schools of Wakulla County for the past two years:

The people of Wakulla County as a rule are very much interested in the cause of education, and they are showing this by making greater sacrifices for their children to attend school, by demanding the best teachers that can be found for the salary and by their willingness to provide for longer terms.

The Board levies a tax of six and one-half mills for school purposes, and in addition to this we have six Special Tax Districts, which embrace three-fourths of the county which levy two and three mills. The receipts from the Special Tax Districts are equal to nearly one-third of the receipts from all other sources for school

purposes. The finances of the county are in very good shape, but on account of the collection of the taxes being very slow, the Board usually has to borrow money to meet its obligations promptly.

The salaries of the teachers have been increased some in order to secure better teachers and better results in general. The salaries are supplemented in nearly every Special Tax District. I believe that Wakulla County provides as liberally for its teaching force as any small county in the State.

The school terms have been increased considerably in the past two years. The regular length of school term is five months. We had last year three eight-month schools, two seven-month terms and one six-month term. This year we have seven schools which will run eight months and several six-month terms. All the rest will run for five months.

During the last two years the Board has had erected two comfortable one-room school houses and equipped same. All of the school buildings in the county are framed, painted and in very good condition. They are comfortable and very well equipped. The school grounds are kept in good condition, and have been set out in trees and shrubbery and made as attractive as possible.

The course of study adopted by the Board three years ago is a great help to my schools. All of the teachers are required to follow same very closely.

The policy of the Board has been to be as progressive as circumstances and finances would permit. They are wide awake and are trying to promote the cause of education in every way possible.

I find that work counts, and any Superintendent, Board or teacher who hopes to accomplish much without putting forth every possible effort to improve conditions will be much mistaken in the end.

I am still a firm believer in a compulsory attendance

law and the sooner enacted by the legislature the better for the children and the State.

There could be a better system provided for assessing and collecting the taxes of the State. There is so much dependent upon this that I mention it merely in passing.

At least one high school in each county should be established, and a part of its maintenance should be provided by the State from a one mill tax which should be assessed. Ample provision should be made for the rural graded schools of the State.

Respectfully submitted,

CHAS. K. ALLEN,
County Superintendent of Public Instruction.

WALTON COUNTY.

DeFuniak Springs, Fla., July 24th, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Fla.

My Dear Sir:—In accordance with your request, I am sending my bi-ennial letter stating in short the conditions of our schools.

The schools of Walton County are increasing in number as well as importance. Dotted here and there all over the county is the little "white" school house standing as a center of community life. Not only do we use them for school purposes, but for our young people's societies as well.

In some places the teacher superintends a Sunday School which greatly aids her in teaching morals to the children.

Our school property has increased wonderfully the past three years.

Receipts for this year foot above \$30,000.00.

Enrollment does not show up to what we desire, but the cause was an epidemic of measles and whooping cough, the most terribly ever known in the county.

We are keeping our High School on the highest plane possible, all of our High School teachers last term were graduates of reputable colleges, none holding less than a first grade certificate, excluding the one temporary certificate.

I am in favor of a State Committee for grading teachers' examinations. This is the only way to make teachers' certificates the same all over the State.

Generally, our schools of Walton County are progressing in an even rapid pace.

Very truly yours,

D. N. TROTMAN,

County Superintendent of Public Instruction.

WASHINGTON COUNTY.

Vernon, Fla., August 14, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Florida.

Dear Sir:—Complying with your request, and in the discharge of a duty devolving upon me as Superintendent of schools in Washington County, I submit the following Bi-ennial report of school operations in Washington County for the years beginning July 1st, 1910, and ending June 30th, 1912.

I have no complaint to offer, as it seems to me our schools have been more progressive and prosperous for the past two years than ever before in their history, owing I suppose to the co-operation of a good and experienced School Board, a raise in the salaries of teachers, procuring better service, an increase in population

and tax valuation. A majority of our schools is taught in the summer—5 months' terms making it still a difficult task to provide teachers for all of them, while on the other hand, if our schools were so divided as to be run alternately one half in the summer and the other half in the winter and spring, only requiring one teacher to two schools, our demand would in this case be amply supplied, and results much better.

We still maintain two High Schools—Chipley and St. Andrews—and we find them to be a necessity, these schools maintain the full twelve grades and have turned out quite a number of graduates each year which adds very materially to the teaching force of the county.

We have now twelve Special Tax School Districts, only one created during these years, and we lost out on two which were voted down.

The trustees of most of these districts take some interest and exercise fairly good judgment in the appropriation and application of their funds.

I note with interest a growing sentiment against the further creation of Special Tax School Districts as in many instances non-residents and non-school patrons own real and personal property within the district on which they are taxed, and they claim that it is taxation without representation, and where there is a small plurality vote in the creation of a Special Tax School District a large percentage of the property holders in said district submit to the payment of an extra 3-mill tax very reluctantly. Therefore it has been my experience that a general levy of a ten (10) mill tax for schools would be better, and I would recommend that the Constitution of the State be so amended as to provide this.

Our school building at Caryville was destroyed by fire last year, and we have rebuilt on the same site a better building, and the people composing a newly incorporated Lumber Company at that place seem to be wide awake

on school matters, and offer unlimited inducements towards the improvement of school facilities.

We have also built an excellent two-story building at Duncan, to which was donated 10 acres of good pine land, which is an excellent site for, and should be turned into an industrial school.

While our teaching force is fairly good—in many instances quite strong—it could be improved. That there is a demand for more teachers and better teachers will not be disputed; and the problem demanding solution is how can we get them?

At the time of my last report July, 1910, the total enrollment of white children in the county was 3,041. Our report for the scholastic year ending June 30, 1912 shows an enrollment of 3,168 white children—an increase of 127. By carefully guarding the school funds we have kept out of debt and have a cash balance July 1st, of \$12,066.29 to begin school operations the ensuing year.

I am proud to make this report, and while many improvements have been made, and educational facilities wonderfully advanced in the last few years, I am ready to admit that there is still room for greater improvements.

A new Board and Superintendent will take charge of the administration of our public school affairs after the first of January, 1913, and the county has a right to expect that the progress and improvements already begun will be continued.

On retiring from the office of County Superintendent, after eight years of service, and upon taking a view of the past, I feel a pardonable pride and gratification in the work that has been accomplished, and the increased interests on the part of our people; the activity of our teachers, the spirit of school building and other lights opening before us, I do not hesitate to predict much

good in the near future for the educational interests of Washington County.

As this is probably the last Bi-ennial report I will ever make, I take pleasure in extending my sincere thanks to the Honorable State Superintendent, Wm. M. Holloway for his timely forbearance and kind assistance which he has rendered me from time to time during my administration, I also wish to express my heart felt gratitude to the people of Washington County, for their co-operation in this great work, and also to the School Board for their valued assistance in overcoming the difficult problems which confronted me from time to time, and the many various adversities which are connected with school work.

Respectfully submitted,

B. F. GAINER,
County Superintendent of Public Instruction

CHAPTER III.

REPORTS OF STATE INSTITUTIONS OF HIGHER LEARNING.

UNIVERSITY OF FLORIDA.

Gainesville, Fla., Oct. 9, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public
Instruction, Tallahassee, Fla.

My Dear Sir:—In pursuance of your request I have the honor to present the following report of the University of Florida for the bi-ennial period beginning July the 1st, 1910, and ending June the 30th, 1912.

ATTENDANCE.

Usually the first inquiry one makes concerning an institution of learning is, how many students are in attendance. Of course no sensible person will draw a final conclusion as to the merits of an institution of learning from the number of pupils enrolled upon its register. Such an inquiry, however, is pertinent, because, first, if the institution is not a worthy one it is not probable that any considerable number of college students will be found within its walls. Second, the usefulness of the institution to the community at large must be determined in some degree by the number of matriculates receiving instruction at its hands.

In presenting the following tabulations it should be borne in mind that the young men who have in past years

pursued courses here represent a very small contingent of our population who have received, directly or indirectly, instruction and help from the different activities maintained at the State University. For instance, the Agricultural Experiment Station through its official publications and press bulletins touched upwards of twenty to thirty thousand farmers of the State per annum; the Farmers' Institutes reached about twenty thousand in 1912. The agricultural train, which was inaugurated last Fall, covered a six weeks' itinerary through the State and more than thirty thousand men, women and children visited the exhibits on this train and heard the lectures of the experts sent out by the University to accompany it. In addition to this the high school inspector and the rural school supervisor have been busy the whole of the two years in visiting and inspecting the high schools and rural schools of the State, advising with school officials, teachers, patrons and pupils, and delivering addresses on school improvements and various educational problems. It would be difficult to estimate the number of men, women and children that have reaped indirect returns from the activities of their State University.

But to return to the enrollment of students; in 1910 there were a hundred and eighty-six young men from thirty-five Florida counties and ten States. These were distributed as follows: Graduate students, four; Seniors, nine; Juniors, eighteen; Sophomores, nineteen; Freshmen, thirty-five; special in various colleges, fourteen; total, ninety-nine. In the law department (this was the first year of the law department): Seniors, seven; Juniors, twenty-four; total, thirty-one. In the short courses in mechanical arts and in agriculture, eighteen; in pedagogy, nine; Subfreshmen, twenty-nine; total, fifty-six. Grand total, one hundred and eighty-six.

For the first time, in 1911 the University was organized into colleges and divisions as recommended by the National Associations of State Universities. The enroll-

ment for the session of 1910-1911 was two hundred and forty-one students; distributed as follows: Graduate School, seven; College of Arts and Sciences, eighty-two; College of Agriculture, thirty; College of Engineering, forty-eight; College of Law, forty-one; Subfreshmen, thirty-three; grand total, two hundred and forty-one. The number of counties represented that year was forty-one; States represented, thirteen.

During the session of 1911-1912 the register shows an attendance of three hundred and two—an increase of sixty-one over the year previous and of a hundred and fifteen over 1909-1910. The attendance of 1911-1912 was distributed as follows: in the Graduate School, six; in the College of Arts and Sciences, seventy-seven; in the College of Agriculture, sixty-four; in the College of Engineering, fifty-seven; in the College of Law, fifty-three; Teachers' College and Normal School, twenty; Subfreshmen, thirty-six; counted twice, eleven; net total, three hundred and two. The number of counties represented that year was forty-four; States represented, twenty-one.

A study of the above figures reveals the rapid and healthful progress of attendance at the State University. The average daily attendance has been but little short of the enrollment. The percentage of old men returning each year has been equal to, if not above, the average of the older institutions of the country.

This growth in attendance has taken place despite the fact that the entrance requirements have been more rigidly enforced from year to year.

INCREASE OF ENTRANCE REQUIREMENTS.

Beginning with 1913 a full four-year high school course will be required for admission to the Freshman class at the State University. The Buckman law provided that graduates of the 12th grade from high schools should be admitted to the Freshman class. At the same time the

law very wisely left the enforcement of this requirement to the discretion of the Board of Control. In 1905 there were a large number of counties in which there were no Senior, or four-year, high schools. For various reasons—sparsely settled communities, inadequate school buildings and funds, lack of teachers, etc., there were a number of counties which were unable to maintain a system of schools of more than ten grades. Our State Board of Control, therefore, fixed the entrance requirements at the completion of the 11th grade and established one Sub-freshman class for the benefit of those counties not having schools of more than ten grades. The justice of this has not been called in question, for it did not seem right to deprive these counties of the benefits of the State University which they were helping to support. However, the time has arrived when nearly every county in the State maintains a system of schools of twelve grades, and it is not sound educational policy for the State University to duplicate the work of the high schools, and thus become a competitor of them. Therefore, the subfreshman class will be eliminated gradually, and, beginning with the Fall of 1913, a diploma from a four-year high school will be required for admission to the Freshman class.

This, however, will not prevent the College of Agriculture offering instruction in agriculture to the young man with an ordinary education who may wish to come here to study any branch appertaining to the farm; but a certain age limit, of course, will be required for entrance to such courses in the College of Agriculture.

In view of this advancement of the requirements for admission, it is expected that the attendance will be considerably reduced for a year or two. In the long run, however, this high standard of the institution will attract more and more eligible young men, and the institution will be known soon, at home and abroad, as one whose standards of scholarship and of instruction rank

with the older and better known institutions of the North and East.

GIFTS TO THE UNIVERSITY.

1. During the past two years the University has been extremely fortunate in the gifts it has received from various sources. The General Education Board, of New York, has continued its generous bequest of \$1,500 per annum for the maintenance of the chair of secondary education in the University of Florida. During the bi-ennial period Dr. J. A. Thackston succeeded Captain Geo. M. Lynch as professor of secondary education and high school inspector. Dr. Thackston is a graduate of Furman University, South Carolina, and has received his Ph.D. degree from the New York University. He, therefore, brings to bear upon his particular task of inspecting high schools not only a broad scholarship, but a fullness of experience as Superintendent of city schools and principal of high schools in South Carolina and as an instructor in a leading Normal School in Minnesota and in our own University. Dr. Thackston has the hearty support of the high school principals of Florida; if there is an exception to this I am not aware of it. These high school men have volunteered letters and verbal statements as to the value of his services to their respective communities. His extended acquaintance in the State, his clean, clear cut grip upon the high school situation and knowledge of our educational problems render Dr. Thackston more invaluable to the State and to the high schools of Florida.

2. Some three years ago the President of the University, in co-operation with other Presidents of State Universities in the South, started a movement whereby a special appropriation of \$40,000 or \$50,000 for a department of education in each of the State Universities of the South was to be secured, if possible, from the Peabody Board of trust. I am glad that these efforts have had a

successful issue and that we have secured the sum of \$40,000, which is now being expended upon the erection of a magnificent brick and stone building for the use of the Teachers' College and Normal School. This building is to furnish a home for the teacher training activities of the University and is to be equipped with all modern appliances and conveniences.

It was a condition imposed upon all Southern States, fortunate enough to secure this appropriation from the Peabody Board, that a certain sum be guaranteed for the up-keep of these Teachers' Colleges or departments of education. At the present time the University is expending between four and five thousand dollars per year for training teachers and the Board of Control, with the unanimous endorsement and approval of the State Board of Education, agreed to supplement that sum to make the total of \$6,000 the first year, from the time of receiving the gift, and \$8,000 the second year and \$10,000 each year thereafter. These sums are insignificant as compared with the amount of good to be accomplished from the training of teachers for the various departments of the public school service of the State. The maximum figure is also considerably less than would be required for the maintenance of a separate institution for the training of teachers. Besides, the teachers attending this college provided by the Peabody gift will have the benefits of a University spirit and a University atmosphere, a broadening environment and the benefits of all the other colleges maintained for young men preparing to enter various lines of human endeavor. It is believed that this beneficent gift of the Peabody Board of Trust will be thoroughly appreciated by the citizens of the State, for it will enable the University to offer the best facilities for the training of high school principals, superintendents and teachers for every grade in the public school service.

3. A friend has given a sufficient sum to enable the University to clay and otherwise prepare the athletic

grounds for the use of students in all their athletic games.

SCHOLARSHIPS.

4. It is also a great pleasure to announce that the Daughters of Confederacy have bestowed two scholarships upon the institution; the Kirby Smith chapter of U. D. C., of Gainesville, has given one scholarship of one hundred dollars; these scholarships to be awarded to lineal descendants of confederate veterans. The generous aid of the daughters is not only a laudable method of contributing to higher education, but gives worthy and ambitious young men the opportunity to avail themselves of the advantages offered by the institution. Then there is a scholarship of \$200.00 a year awarded by a distinguished citizen of Escambia county. This scholarship is tenable for four years and is given with a desire to bring about a closer affiliation between the high schools of Florida and our State University. We acknowledge, also, with great appreciation, the scholarship of \$200.00 per annum, tenable for four years, bestowed by the G. S. & F. Railway. This scholarship is intended to encourage young men in the study of the science of agriculture and it must be agreed by the scholar to devote at least three years, following his graduation, to farming or teaching the science of agriculture, or otherwise contributing to the cause of intelligent farm activities in the State.

5. The Southern Education Board, by a gift of \$2,700, has provided for the salary of a professor of elementary education in the University and supervisor of rural schools. While this gift is made directly to the State's department of public instruction, it is a condition that the University authorities shall be consulted in the matter of the appointment of the supervisor of rural schools, inasmuch as the University is to have a portion of his services. On suitable occasions he is to lecture on and teach school management and methods to those in attend-

ance upon the Teachers' College and Normal School. Captain George M. Lynch has, with great satisfaction to all concerned, filled this chair since its establishment, and has wrought so well that his services have met the cordial approbation of the Southern Education Board and of the authorities of the State University.

THE COLLEGES.

The University has found its organization into colleges and divisions helpful and satisfactory.

The College of Arts and Sciences, with J. N. Anderson, Ph.D. Dean, provides for well-balanced liberal arts and general science courses for the usual B. A. and B. S. degrees.

The College of Agriculture, with J. J. Vernon, M. S. A. Dean, has just moved into its new home, one of the handsomest buildings on the campus and one of the best equipped. This college has had a remarkable growth in recent years, as shown above under the tabulation of attendance. Various courses in agronomy, agricultural engineering, horticulture, bacteriology, zoology, road building, landscape gardening, animal husbandry, agricultural chemistry, dairying, etc., etc., are taught here. This college is contributing more, through its correspondence courses, in which upwards of six hundred teachers and farmers were registered last year; through its short courses; and through the boys' and girls' corn and tomato club work, of which Dean Vernon is chief promoter; to the upbuilding of the State directly and immediately than any other one educational enterprise of which I have any present knowledge.

The College of Engineering has as Dean J. R. Benton, Ph.D., and offers courses in civil, electrical and mechanical engineering. In the courses in civil engineering stress is laid upon railroad building, reinforced concrete construction, structural iron work, surveying, etc. The

course in electrical engineering embraces the study of dynamos, electrical machinery of various types, high tension electric transmission of power, etc. The course in mechanical engineering provides for the study of steam engines, gas engines, machine building, etc. The College of Engineering is performing its duty to the State by the training of young men to take part in the development of the State's resources. The keynote in this college, as in all the rest, is thoroughness. The mastery of the fundamentals in various branches of engineering taught in this college will enable the young man to return to the State vastly more than the State is expending upon the institution.

The College of Law. Last June the former Dean of this college resigned to accept a position with another institution. He is succeeded by Dean Thomas W. Hughes, LL.M., formerly of the Louisiana State University. Dean Hughes is not only a well-trained and experienced instructor, but he is widely known as an author of several admirable text books; such as "Hughes on Evidence," "Hughes on Criminal Procedure," "Hughes on Criminal Law," etc. The College of Law was opened in the Fall of 1909 and the very first year had the very largest registration ever made by a law school in the State. It has from the first employed strong men who devote all of their time to teaching. In addition to this, leading members of the bar and members of the Supreme Court have delivered appropriate lectures from time to time. The college has a library unexcelled by any law school in this territory, and throughout the courses offered the statutes of our own State are taught and emphasized. The College of Law has had a marvelous growth from the beginning, as is shown above under the tabulation of attendance. This college, as others of the University, belongs to the State, is supported by the State and is working for the best interests of Florida. The department is doing more for young men intending to practice

in this State than any other law school out of the State can do. There are many reasons, too numerous to recount here, why the State undertook the maintenance of such a department at the University. As this is the only college on the campus without a separate home and as it is contributing so much to the welfare of the State and is occupying temporary quarters originally intended as dormitories, it is earnestly recommended that a law building be provided for at the next legislature.

The Teachers' College, which has as its Dean J. A. Thackston, Ph.D., has already been referred to under the caption of gifts, above. When Dr. Thackston is away inspecting high schools his executive duties as Dean are performed by the President of the University. Plans for the reorganization of the teacher training activities of the University are being framed and very soon a complete bulletin containing announcements of plans will be issued. In this Teachers' College and Normal School it is proposed to offer college courses leading to regulate degrees, placing much stress upon professional philosophical and pedagogical subjects. It is probable that a practice or model high school will be maintained. It is not likely that more than fifteen students to a grade will be admitted. This, of course, will be necessary to the training of young men who are preparing to enter immediately upon the work of teaching. In the new Teachers' College it is contemplated to have model high school laboratories for physics, botany, zoology, domestic science and art and manual training. For the training of prospective teachers, high school principals and superintendents, as well as for use in the model high school, courses adapted to the preparation of teachers of manual training and agriculture will be offered in the College of Engineering and the College of Agriculture, respectively. Every effort will be made to organize this Teachers' College along modern lines to prepare men for the modern school adapted to our present day needs and

to the community life. With the funds now available and that which may be appropriated to meet the conditions of the Peabody gift it is believed that such a college as is here contemplated may easily be conducted.

The Graduate School embraces all advanced courses not usually required for a bachelor's degree. At present only the degrees of Master of Arts and Master of Science are conferred and students applying as candidates for these degrees are under the direct supervision of the professors in charge of the courses pursued, but are directly responsible to the committee on graduate courses, of which J. N. Anderson, Ph.D., is chairman. It is to be hoped that the University will be able to augment its library, increase its laboratory facilities and corps of instructors so that the University of Florida may offer, under the most favorable conditions, the opportunities for the most advanced research and rigid investigation leading to the usual advanced degrees. No department so vitalizes an institution and stimulates thought and investigation as a number of advanced students and professors pursuing original investigations of scientific problems.

The Agricultural Experiment Station, P. H. Rolfs, M.S., director, is a department of the University, founded by Congress. Its purpose is to acquire and diffuse useful agricultural information. The act which created the Experiment Station shows that it is to be not only a department of the institution of learning receiving benefits from the original land-grant act; but was also intended for purely investigational work. The funds which maintain this Station are derived from a federal source and compliance with the requirements of the Federal law is essential to the continuance of the Federal appropriation. This Experiment Station Federal fund is not intended directly or indirectly for teaching purposes nor can it be used for such objects. It must be used for the purpose of acquiring new and important knowledge in regard to agricultural crops or agricultural soils.

The results of the investigations carried on by the experts of the Experiment Station staff are given out through the three series of publications issued from the Station, namely, Experiment Station bulletins, of which more than a hundred and six have already been issued since the Experiment Station was founded; Press bulletins, of which there have been a hundred and ninety-six, and these bulletins announce important discoveries and give other information that is known to be of immediate importance to the farmers of the State; regular annual reports containing financial statements of the distribution of funds for the year and a resume of the work done by the Experiment Station, etc. Twenty-three annual reports have been issued. More than a million pieces of mail matter have been distributed under the Experiment Station frank. For information concerning detailed reference to the important projects and problems now under investigation at this University Station, address P. H. Rolfs, Director, Gainesville, Florida.

In the past year several important changes in the Station staff have been made. From the beginning the Station, as well as the entire University, has had to sacrifice men, who by their training and experience here have become most valuable to the institution, simply because the funds at hand were not sufficient to meet the salaries and inducements offered our men elsewhere. Our former chemist, Professor Blair, is succeeded by S. E. Collison, M. S.; and Professor Fawcett, former plant pathologist, is succeeded by Professor H. E. Stevens, M. S.; and Dr. E. W. Berger, having resigned to accept the Governor's appointment to the position of nursery stock inspector, was succeeded by J. R. Watson, A. M., as entomologist. Other changes in subordinate positions have taken place and will be reported more in detail in the annual report of the Board of Control.

DIVISION OF UNIVERSITY EXTENSION.

Under the division of the University Extension Division, P. H. Rolfs, M. S., Superintendent, the benefits of the University have been extended to practically every community and to every farmer in the State. The work carried on in the past two years may be briefly outlined as follows: 1st, Farmers' Institutes; 2nd, Women's Institutes; 3rd, Boys' Corn Clubs; 4th, Girls' Tomato and Canning Clubs; 5th, Lecture and Literary Bureau; 6th, Farmers' Demonstration Train; 7th, Correspondence Courses. The Boys' and Girls' Clubs and the correspondence courses are conducted by J. J. Vernon and the other activities of the Extension Division are under the direct supervision of Director Rolfs. During the year ending June the 30th, 1911, a hundred and ninety-two sessions of Farmers' Institutes were held with a total of 19,064 in attendance. During the session of 1912 over forty thousand were in attendance. Five hundred and thirty-one addresses were delivered; three hundred and seventy-six were made by men connected with the University. It is not strange that the greatest improvement in crop production in the State has been co-incidental with the activities of the Farmers' Institutes under the management of the University of Florida. For illustration, the corn crop in 1907, the largest that had been produced up to that time, was 4,351,000 bushels, or an average of 9.6 bushels per acre. In 1908 the average increased to 10.5. During this year the attendance upon Farmers' Institutes and the number of sessions held were considerably more than those the year previous. In 1909 the average production of corn was 12.6 bushels, with a proportionate increase upon attendance and the number of sessions held. The corn production of 1911 rose to 14 bushels per acre, on an average, for the entire State, making nearly 50% increase per acre since the beginning of Farmers' Institute activities. This increase in the

corn production, to say nothing of other crops, adds millions of dollars to the State, and this increase was made possible only by improved methods of farming.

The Women's Institutes have, for the most part, been held in connection with the Farmers' Institutes. This work was born of a feeling that better crops and better farming are only a step in the direction of better homes. Better homes can be gotten only through the activities of the farmers' wives, the home builders. With this in mind an expert on home economics was employed and many lectures given to the women who attended the Farmers' Institutes. The Boys' and Girls' Clubs were started during the year of 1910-1911 under the auspices of the United States department of agriculture, with Dean J. J. Vernon, of our College of Agriculture, as leader for this State. Any boy or girl, who is over ten years of age and under eighteen, may enter these clubs. There are now three hundred and ninety-seven boys' clubs and three hundred and ninety-seven girls' clubs in the State.

Under the Lecture and Literary Bureau a course of free lectures for high schools, reading circles, etc., is maintained. The system tenders the services of the University to all the people of the State. A course of six lectures was given to large audiences in Gainesville during the past year. A full outline of courses of the Lecture Bureau will be found in the current catalogue of the University. The object of the Literary Bureau is to arrange courses for the teachers of the State and for others who may wish to take advantage of its services.

No charge for the services of any of the men engaged in the University Extension Division is made. All the necessary expense for postage and transportation are required for the lectures mentioned under the Lecture and Literary Bureau. See page No. 712 of the current catalogue.

The most important forward movement under the management of the Extension Division was the first agricul-

tural train for Florida inaugurated by the University in the Fall of 1911. This better farming special was equipped by the University and the train started on its initial trip November the 14th and wound up its itinerary on the 17th of December. By the co-operation of the Atlantic Coast Line; the Louisville and Nashville; the Live Oak, Perry and Gulf and the Southern States Lumber Company Railroads this enterprise was made possible. The total expenses of the train, including that of the crew, were borne by these railroads. The expense of securing, installing and exhibiting this equipment was borne by the Extension Division of the University of Florida. Twelve speakers and six assistants to display the exhibits and explain the details of the equipment and deliver lectures accompanied the train. In the general exhibit car were displayed twenty-three samples of selected corn, thirty-two varieties of forage and other important farm crops, seeds of several varieties of legumes, samples of raw materials from which commercial fertilizer is made, a farmer's library, bulletins for information on the subjects of agricultural and home economics, etc. The stock car contained representative specimens in Berkshire, Poland China, Duroc Jersey, Tamworth, Hampshire and Chester White breeds of hogs. Much useful information was spread by this exhibit by discussion and reply to questions, etc.

Besides this general exhibit and the stock car there were two cars of improved farm machinery, and from Palatka South, back to Ocala, the train carried a car furnished with an exhibit of citrus fruit, showing methods of packing, etc. This car was furnished by the Florida Citrus Exchange.

One to three fifteen-minute lectures were delivered at nearly every stop from the platform of the day coach accompanying the train. In all, one hundred and twenty-five lectures were given. Seventy-two stops of the train were made with a total attendance of 30,754 by

actual count, and average of 1,144 daily. Public school students were given an opportunity to view these exhibits. This special train traveled fifteen thousand miles and effected a deep interest in improved agriculture among a certain class of people who could not otherwise have been reached. A grateful recognition of the railroads' valuable service and their deep interest in the undertakings of the University Extension Division is here recorded.

FINANCES AND NEEDS.

It is an easily demonstrated fact that no department of the State government is more carefully or economically managed than this University. A voucher for every item of expense, from a postage stamp to a University laboratory, must be audited, then approved by the President and then audited and approved by the Board of Control; then it goes before the State comptroller, before the bill is ordered paid by the State Treasurer. A casual observation of what has been accomplished by the funds appropriated to the Board of Control for use at the University will convince any unprejudiced person that the State has gotten full value for every dollar expended. The campus has undergone a marvelous development and the splendid and commodious buildings that have been erected call forth emphatic words of approval from all visitors to the campus. These facts and other statements above made should convince even the uninitiated of the wonderful progress of the State University and render him the greatest pride in her chief educational institution.

Relatively small requests will be made of the approaching legislature. The University has no desire to press its claims, it matters not how great her needs, until they become an embarrassing financial burden to the State. It is fully recognized that an institution of learning cannot spring into existence fully developed in all of its departments. It is better that its growth should be

gradual and in proportion to the demands made upon it.

Just now every college in the University has a home except the College of Law. The quarters now occupied by the College of Law are needed for dormitory rooms. A building should be erected providing lecture rooms, law library, practice court rooms, and perhaps this building could be used also for other needy departments on the campus.

Then the College of Engineering needs more machinery and apparatus for its important work and to accommodate the rapidly increasing demands of the courses offered there. With the exception of the dynamo laboratory it is not probable that more than \$500.00 has been expended on machinery and apparatus for the College of Engineering since the University was established. Its equipment is inadequate. A considerable sum is necessary to put the various departments on a footing fairly commensurate with present needs and with other schools of technology in the South.

The University is also in urgent need of a sewerage system. It is doubtful if this matter can be postponed another year. The sanitary conditions here demand immediate attention to the matter of sewerage disposal.

It will be noted that the University has been running on practically the same income for the last five or six years, notwithstanding the enrollment has almost trebled during the past four years. Meanwhile the law department has been established entailing further tax upon funds for current expenses; and while law tuition is charged the amount available from this source is not sufficient, at the present time, to meet the running expenses of the College of Law. It, therefore, seems imperative that the funds for running expenses be increased for the next bi-ennial period. Then there are conditions agreed to in accepting the Peabody gift of \$40,000, which, of course, will not be overlooked in the budget for current expenses.

While the College of Agriculture has a magnificent new building and its new laboratories are fairly well equipped and the manufacturers of agricultural implements and farm machinery have loaned to this college some \$6,000 or \$7,000 worth of improved machinery, there still remains pressing need for a dairy barn, machinery barn, a residence for farm foreman, improved stock for the courses in animal husbandry and dairying, etc. For all these purposes and others not named an appropriation is imperatively needed to meet the present demands for this rapidly growing department of the State University.

Through its various lines of endeavor it should be readily acknowledged by every right thinking and unprejudiced citizen that the University of Florida, as a public service corporation, has already made large returns, and, in the years to come, will make ever increasing returns to every citizen and community of the State of Florida. Certainly the institution is more and more shaping its policies and directing its activities to meet the social and industrial needs of the great State which is helping to sustain it. As such, the University does not seek for aid as a charitable institution, but as a factor in the development of the manhood of our future citizens, and for promoting the general welfare and the development of the resources of the State, it demands liberal support and deserves the good will of the citizens of Florida.

Respectfully submitted,

A. A. MURPHREE,
President.

FLORIDA STATE COLLEGE FOR WOMEN.

Tallahassee, Florida, August 2nd, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public Instruction, Tallahassee, Florida.

Sir:—In compliance with your request I have the honor to submit herewith a report of the Florida State College for Women for the years 1910-11 and 1911-12.

ORGANIZATION.

The Florida State College for Women maintains the following departments:

1. College of Arts and Sciences,
2. Normal School,
3. School of Art,
4. School of Music,
5. School of Expression,
6. Extension Division in Home Economics,
7. Graduate School.

COLLEGE OF ARTS AND SCIENCES.

The standard of work in the College of Arts and Sciences is that of the best colleges and universities of the country. Three years of High School work, or its equivalent, are required for admission to the Freshman class. This is, however, the last year that students will enter under these requirements. In September, 1913, the admission requirements will be raised to four years of High School work, or its equivalent. Notice of this change has been given in the last three annual catalogues.

In your last report we find the following words as to the purpose of the College:

"The purpose of the College is to give such training, physical, mental and moral as will enable the student to

have a deeper insight into, and a higher appreciation of the problems, both individual and social, that may present themselves for solution later in life. Though the purpose is not to prepare young women for any profession, yet the fact is that a large per cent of the graduates enter the schools of Florida as teachers and thus render a service to the State so precious that the outlay by the State in maintaining the institution shrinks to insignificance in comparison. Moreover, those who do not teach become centers of influence and power in their respective communities, centers that make for better homes, better schools, better churches and better citizenship." What is stated here is as true today as it was then. Many of the graduates are filling positions of responsibility, not only in Florida, but in other states.

Though the standards are the same as those of the best Colleges and Universities, it does not mean that the course of study is the same. This being a Woman's College, it is the aim to have the course of study such that it meets the needs of young women. Besides offering general culture courses in the arts and sciences, special effort is being made to give every student that enters, opportunity to master the fundamental principles that underlie the making of a modern home. Every student has the opportunity to study Domestic Science, Domestic Art, Music and Art.

THE NORMAL SCHOOL.

N. M. Salley, Dean.

The Normal School of the Florida State College for Women is an institution that is supported by the State of Florida specially for the purpose of training the teachers who are to teach in the public schools of the state. During the past two years many improvements have been made with a view of making it more efficient as an organization and more serviceable to the teachers of Florida.

The course has been strengthened so that the students doing the advanced curriculum of next year, will have Junior standing in the College of Arts and Sciences when they graduate from the Normal School.

The Normal School enjoys the great advantage of having the service of the faculty of the College and the use of the extensive college equipment such as chemical, physical, biological, domestic science and domestic art laboratories. It also enjoys the great opportunities for culture offered by the general library and by the Schools of Music, Art, and Expression. These advantages could not possibly accrue to it, were it a separate institution organized in another city apart from the College of Arts and Sciences. The wisdom of the legislature in combining the Normal School with the College is every year more and more exemplified.

The Training School, formerly known as the Model School, has been provided with the most modern adjustable seats and the most hygienic ventilating stoves. The Kindergarten has been furnished in like manner. Indeed, the equipment for the Training School and Kindergarten would do credit to a much older institution than the Florida State College for Women.

The Kindergarten Department of the Normal School offers special opportunities for those who wish to become trained kindergartners. In this department young women learn their art by actually doing the work of the Kindergarten under the direction of a trained specialist who is at the head of the Kindergarten Department.

The Training School is the laboratory of pedagogical methods for the Normal School. Here the young teachers in the different courses of the Normal School get actual practice teaching under the direction of the Dean of the Normal School and the Critic Teacher, who is the director of the Practice School.

A great many states in the Union accept the diplomas of their State Normal Schools and the degrees of the

Department of Education of their State Colleges and Universities as a license to teach in the public schools of the state. As a result their Normal Schools and Departments of Education are filled with students preparing themselves to teach, and therefore those states have a larger proportion of trained teachers than we have. A thorough and extended training, both academically and professionally, in the best Normal Schools and Colleges provides far superior teachers than will a short cramming process preparatory to an examination.

If Florida would take similar action every dollar invested in higher education would bring richer returns to the public schools of the state. I would in this connection refer to page 178 of your Biennial Report of 1910.

THE SCHOOL OF MUSIC.

The School of Music is practically self-sustaining. All class work and all chorus work is free to the students, but for all private lessons a fee is charged, as is done in all schools. No student, however, is required to take such private lessons to secure a degree, neither in the College nor in the Normal School. All private instruction is optional, but the very best facilities are offered to students taking such work.

The School of Music furnishes superior facilities for the study of music in all its branches. Instruction is offered in Piano, Voice, Organ, Violin, and the Theory and History of Music. All students of music are required to take some literary studies in addition to their work in music because the highest results in music cannot be secured unless the student has at least the foundation of a liberal education.

One teacher of the Music School gives a large part of her time towards teaching the Normal School students the principles and methods of public school music. Every student entering the regular Normal course is required to

take Sight Singing and all students in all departments are invited to join the College Chorus and to receive instruction in singing and in Chorus work. All this work is free to every student.

THE SCHOOL OF ART.

An important part of a teacher's training is drawing. Drawing is a mode of expression for the child, and for the teacher it is an excellent mode of illustration. With a proper knowledge of drawing a teacher's power is greatly increased; therefore all Normal Students are required to take instruction in public school drawing. Moreover, these courses are open to all students of all departments. The School of Art furnishes this class instruction on a very high plane of efficiency, and free of cost. It not only gives the principles of drawing and of art to the prospective teachers, but it gives all students in domestic art the basis of design, so essential in dressmaking and in the decoration of the home.

The School of Art also teaches drawing and painting to those who wish to give special attention to such work. This instruction is given by means of private lessons for which a fee is charged. The very best facilities are offered in both drawing and painting.

The School of Art also aims to develop in the students a proper appreciation of the beautiful in form and in color in works of art and in nature. Courses are offered in the history of art open to all advanced students whether they take special work in art or not. This work is a part of the regular College work and is given free of cost to the student.

THE SCHOOL OF EXPRESSION.

The aim of the School of Expression is twofold. In the first place, it aims to lead students to a study of their own

powers of mind, as applied to reading and speaking, and to the actions of voice and body as the result of thinking and feeling. In the second place, this department provides for the physical exercise for the students in the way of gymnastics, of play, and of swimming in the large pool connected with the gymnasium. Special care is being taken that the mind does not develop at the expense of the body. All students are required to take regular physical exercise of some kind unless excused by the College physician.

For private lessons in elocution, which are entirely optional, a fee is charged, but all physical culture work is free and besides every encouragement is given to the students to play out of doors daily, if possible.

DEPARTMENT OF HOME ECONOMICS—EXTENSION DIVISION.

In addition to the extensive courses in Home Economics given in the College of Arts and Sciences and in the Normal School, this Department will do systematic extension work.

During the past two years the Director of this department has lectured and given demonstrations at various farmers' institutes and before Woman's Clubs in various cities. In one of the cars of the Farmers' Institute Train the College had an exhibit representing the work of this department. It is the intention to make this exhibit much more extensive and valuable in the future if funds are provided by the legislature for this purpose.

The College has made arrangements to carry on the extension work more systematically in the future. An extension worker will be in the field most of the time devoting her time in bringing to the homes of Florida the latest principles of modern science in their relation to the home. Efforts will be made chiefly to co-operate with

Farmers' Institutes and with Woman's Clubs and Improvement Associations.

Moreover, the extension worker will also organize and direct Girls' Tomato Clubs in the various counties of the state. In these clubs the girls will be taught to raise and can tomatoes and various other vegetables so that the greatest possible value may come to the home from the products of the soil.

In connection with this extension work there will also be given for the first time this year a short course in Home Economics. The course will begin Jan. 23rd, and continue till Feb. 10th, 1912. This course is intended not only for young women, but also and especially for mothers and housekeepers who cannot be away from home for a year or several years, but who wish to get information as to scientific and economic principles underlying household management.

By means of this extension work and the Short Course the Department of Home Economics will be in a position to render far greater service to the state than it could otherwise.

BUILDINGS AND GROUNDS.

The Florida State College for Women has five buildings in use. The Administration Building, Bryan Hall, East Hall, the Gymnasium Building, and the Training School Building. The first two are of brick and the other three are of wood. They are all in good repair and equipped with modern equipment.

A new dormitory is now in the course of construction. It is somewhat larger than Bryan Hall, of brick, three stories high, and will accommodate 132 students besides furnishing ample quarters for the Infirmary. It is to the north of Bryan Hall and extends north 164 feet; at the north end it has a wing extending west 110 feet, making a total length of 274 feet. It is connected with Bryan Hall by an arcade.

Most of the third floor in the west wing will be given to the Infirmary. The arrangement and the conveniences will be those of a modern hospital.

Two years ago an addition was built to the dining-room, increasing its capacity about 40%. The growth in attendance, however, has been such that more room is urgently needed. And the need of more room in the kitchen is even greater. It is, therefore, hoped that a new dining room with fire proof kitchen may be soon provided.

CAMPUS.

Since the last report several further additions have been made to the campus. Several tracts were bought and in addition to this the city of Tallahassee deeded to the College several acres which were formerly a street. Several further purchases of small tracts are contemplated and when the present plans of enlargement are completed, our College grounds will include about 33 acres. That part of our grounds not needed for Campus and playgrounds is rapidly being placed under cultivation, and will from now on supply our culinary department with fresh vegetables.

Besides some necessary grading there is great need of some walks which it is hoped can be provided for very soon. The campus has great natural beauty and just as great possibilities for beautifying without great expense. It is hoped that these possibilities will be utilized in the near future so that our campus will continue to grow in beauty, and that it will constantly be in harmony with the modern buildings which are being erected on it, and that it will continue to be to the students and teachers both an inspiration and an uplift.

EQUIPMENT.

New equipment has been added to the library, the labo-

ratories and the studios. So far as our means permitted the library has been supplied with the best magazines and the latest and best books. The laboratory apparatus, especially in the department of physics, where the need was the greatest, has received valuable additions. For the Music Department a number of new pianos were purchased, and the Art Department received a number of copies of the great master paintings of the world as a basis for the study of art and the history of art.

The past two years the Florida State College for Women has made progress. The preparation of the entering classes is constantly improving, a condition which speaks well of the High Schools of the state. The quality of the work done is therefore better than ever before and the spirit of the student body is one of loyalty and co-operation. These students coming from nearly every county in the state, by their thorough training and their high ideals of womanhood as fostered by this institution, are causing this institution to be better known in the state than ever before.

ENROLLMENT.

The enrollment has been steadily increasing. This last year the percentage of increase has been greater than any previous year in the history of the school. Numbers is by no means a criterion by which to measure the work of a school, yet, with high standards and high ideals, it is an index of the service the institution renders to the state.

For the year 1910-11 the total enrollment was 280; for 1911-12 it was 316. The following is a tabulated statement of the enrollment for the past two years:

1910-11.

Total from 40 Florida counties.....	264
Total from Alabama.....	3

Total from Arkansas.....	1
Total from Georgia.....	5
Total from Kentucky.....	1
Total from North Carolina.....	3
Total from Tennessee.....	2
Total from Virginia.....	1

Total enrollment.....280

In College of Arts and Sciences.....	109
Normal School.....	129
Kindergarten Training School.....	14
School of Music.....	135
School of Art.....	12
School of Expression.....	9

Total408

Counted more than once.....128

Total enrollment.....280

1911-12.

Total from 43 Florida counties.....	294
Total from Alabama.....	7
Total from Arkansas.....	1
Total from Georgia.....	8
Total from Kentucky.....	2
Total from New York.....	1
Total from Tennessee.....	2
Total from Virginia.....	1

Total enrollment.....316

In the College of Arts and Sciences.....	154
Normal School.....	130
Kindergarten Training School.....	5

School of Music.....	157
School of Art.....	12
School of Expression.....	11
	—
Total	468
Counted more than once.....	153
	—
Total enrollment.....	316

In conclusion I wish to express my high appreciation of the loyal support and good will so freely given by all who are connected with the management and the control of this institution.

Respectfully submitted,

EDW. CONRADI,
President.

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND.

St. Augustine, Florida, Sept. 12, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public
Instruction, Tallahassee, Florida.

Sir:—I have the honor to submit herewith a report of the Florida School for the Deaf and the Blind for the period from July 1, 1910, to June 30, 1912.

The work of the school for this period when carefully considered will stand a favorable comparison with that of former years and presents many points of excellence and improvement. Much advancement has been made and there are numerous evidences of growth. The general policy of the school has not been changed. This school stands for a three-fold ideal: To make each student morally sound, intellectually bright and industrially capable. And through the faithful and efficient efforts put forth by the officers and teachers, this ideal has been more nearly approached during the past biennial period than at any time since the school has been placed under its present management.

ATTENDANCE.

The enrollment of students for the past two years shows a steady increase. During this period 131 were admitted. For the year 1910-11 the total enrollment was 103; for 1911-12 it was 111.

SUMMARY BY COUNTIES.

County.	Number of Students.
Alachua	8
Bradford	5

County.	Number of Students.
Calhoun	1
Clay	1
Columbia	2
Dade	9
DeSoto	4
Duval	15
Escambia	3
Hamilton	2
Hillsborough	12
Holmes	4
Jackson	2
Jefferson	1
Lake	2
Lee	6
Leon	2
Levy	2
Madison	1
Manatee	1
Marion	7
Nassau	1
Orange	5
Osceola	2
Polk	12
Putnam	3
Santa Rosa	4
St. Johns	2
St. Lucie	2
Suwannee	3
Volusia	4
Walton	1
Washington	2
	<hr/>
	131

HEALTH.

The health of the school has been excellent. There has

been no epidemic and no serious illness. The most careful attention is given to sanitation and to the personal care of the children in all that relates to the preservation of health.

LITERARY DEPARTMENT.

The literary department has been continued along lines fully explained in previous reports. While we carefully note all advances in methods of education and endeavor to learn from the experiences of other schools, we hold fast to that which is good. Skilled and experienced teachers have been carefully selected for the work. The curriculum has gradually been raised and the general classification of the pupils given especial attention.

While this is strictly a school, still the age at which the children enter and the time they remain makes it imperative that as home-like influences as possible be thrown around them. To this end the duties of those charged with the care and instruction of the children are so prescribed as to bring the children continually under intelligent and refining influences.

It is hard for parents to give up their children, especially at so tender an age, and their hearts should be comforted with the knowledge that they are receiving that sympathetic care and faithful instruction which characterizes the well-regulated Christian home.

INDUSTRIAL DEPARTMENT.

This is one of the most important departments of the school, but its growth has not been in keeping with the other departments on account of the need of proper buildings and equipment. When it is understood that the object of the school is not only to provide a literary education for the deaf and blind children of the state, but also to give them a practical education in order that they may

become as near self-supporting as possible, the necessity for perfecting this department becomes apparent. The legislature of 1911 granted an appropriation of \$30,000 for the construction of a suitable building for industrial purposes, and a contract for its erection has recently been let. This building will be ready for occupancy next year. When completed and equipped, the school will be able to send out into the world graduates, not only with a literary education, but with a means of earning a livelihood.

At present we have a printing office and a carpenter shop for the instruction of the deaf boys; a broom-making and chair-caning department for the blind boys. The girls are taught bead and raphia basket-making and plain and fancy sewing.

With the completion of the new industrial building and an up-to-date equipment the industrial curriculum will be placed upon a plane of higher efficiency and a number of new trades introduced.

HOUSEHOLD DEPARTMENT.

The supervision of a household of over one hundred persons, most of whom are at an age of irresponsible childhood, is a task, the magnitude of which is seldom understood. The physical, mental and moral training of these children and securing and preserving harmony in all the departments is a difficult task to perform under the most favorable circumstances; but with kind and patient officers and teachers who love and enter into the very lives of the pupils, the decorum of the school has been of the highest order. The comfort, health and happiness of each child has received careful attention. The housing, proper feeding and adjustment of clothing, during climatic changes, of the pupils is at all times carefully looked after. This department is well systematized and the health and general appearance of the pupils convey the assurance that they are receiving the best of attention.

IMPROVEMENTS.

The appropriation made under this head by the legislature of 1911 was \$37,500—\$1,000 for a water main to connect the buildings with the city water-works; \$1,500 for tiling lavatories and bathrooms; \$5,000 for the purchase of adjoining property to the school; and \$30,000 for an Industrial Department.

A 6-inch water main now connects the premises with the city pumping station, giving a volume of water sufficient for all needs of the school. Hose and stand pipes are placed throughout the building and the danger of destruction by fire is very remote. Added to this fire protection, the services of a night-watchman with a portable clock, further minimizes the danger from fire.

The floors of the bathrooms and lavatories on the second floor of the building have been tiled, thereby protecting the rooms under them from the overflow and seepage of water through the plaster and also securing better sanitation. The \$1,500 appropriated for this purpose has been expended on the work.

An addition of five acres adjoining the property of the school on the west has been purchased for \$5,000. This property gives the school a frontage of over four hundred feet on San Marco Avenue, the principal thoroughfare leading north from the city, and affords sufficient land for the future growth of the school.

The contract for the Industrial Building has been let and will be completed next April.

APPROPRIATIONS AND EXPENDITURES
FOR IMPROVEMENTS 1910-1911.

Receipts:

Appropriation, Act of 1907.....	\$80,000.00
Appropriation, Act of 1909.....	16,400.00

Amount transferred from current expense account, appropriation, Act of 1907.....	133.25
--	--------

Expenditures:

Expended from appropriation, Act of 1907 to June 30, 1909.....	\$29,787.09	
Expended from appropriation, Act of 1907, July 1, 1909 to June 30, 1910	\$47,400.81	
Expended from appropriation, Act of 1909 up to June 10, 1910.....	6,845.35	
Expended from appropriation, Acts of 1907 and 1909, July 1, 1910, to July 1, 1911.....	2,252.00	
Balance on hand July 1, 1911.....	10,248.00	
	<u>\$96,533.25</u>	<u>\$96,533.25</u>

APPROPRIATIONS AND EXPENDITURES FOR
CURRENT EXPENSES—ITEMIZED
STATEMENT 1910-1911.

Resources:

Educational fund	\$20,000.00	
Balance July 1, 1910.....	1,915.81	
	<u> </u>	<u>\$21,915.81</u>
Incidental fund	156.00	
Balance July 1, 1910.....	269.29	
	<u> </u>	<u>425.29</u>
Total resources		<u>\$22,341.10</u>

Expenditures:

Salaries of teachers and officers.....	\$ 7,963.50	
Janitors and laborers.....	1,865.01	
Equipment and furniture.....	1,291.28	
Heat, light and water.....	1,500.97	
Postage and stationery	109.70	
Printing and advertising	70.86	
Repairs	872.35	
Traveling expenses	356.64	
Freight and express.....	109.87	
Groceries and provisions.....	5,904.69	
Medicines	48.01	
Books	45.69	
Miscellaneous	1,609.85	
		<u>\$21,748.42</u>
Balance July 1, 1911.....	\$	592.68

STATEMENT BY FUNDS.

Educational fund:

Receipts	\$21,915.81
Expenditures	21,748.42

Balance July 1, 1911..... \$167.39

Incidental fund:

Receipts	\$ 425.29
Expenditures	***. **
	<u>\$425.29</u>

Total balance July 1, 1911..... \$592.68

APPROPRIATIONS AND EXPENDITURES FOR
IMPROVEMENTS 1911-1912.

Receipts:

Balance unexpended July 1, 1911 of

appropriation, Acts of 1907 and 1909	\$10,248.00	
Appropriation, Act of 1911	37,500.00	
		<u>\$47,748.00</u>

Expenditures:

Expenditures from appropriations of 1907 and 1909	1,711.90	
Expended from appropriation, Act of 1911	7,265.90	
Balance unexpended July 1, 1912	38,770.20	
		<u>\$47,748.00</u>

**APPROPRIATIONS AND EXPENDITURES FOR
CURRENT EXPENSES ITEMIZED STATE-
MENT 1911-1912.**

Resources:

Educational fund	\$45,000.00	
Balance July 1, 1911	167.39	
		<u>\$ 45,167.39</u>
Incidental fund	140.00	
Balance July 1, 1911	425.29	565.29
		<u>565.29</u>
Total resources	\$45,732.68	

Expenditures:

Salaries and labor	\$10,289.62	
Equipment	1,499.19	
Heat, water and light	1,654.51	
Postage and stationery	72.30	
Repairs	113.82	
Traveling expenses	818.84	
Groceries and provisions	6,207.29	
Books and publications	31.02	
Miscellaneous	713.37	
		<u>\$21,399.96</u>
Total expenditures for the year	\$21,399.96	
Total balance July 1, 1912	\$24,332.72	

STATEMENT BY FUNDS.

Educational fund:		
Receipts	\$45,167.39	
Expenditures	21,399.96	
	<hr/>	
Balance July 1, 1912		\$23,767.43
Incidental fund:		
Receipts	\$ 565.29	
Expenditures	*** **	
	<hr/>	
Balance July 1, 1912		\$565.29
	<hr/>	
Total balance July 1, 1912		\$24,332.72

CONCLUSION.

You have kept in touch with the school and you know more or less of its work in the school-room and out. You have seen very clearly the steady improvement in the physical condition of the buildings and grounds, and, less clearly perhaps, the improvement in other lines not so plainly manifest; and it is with sincerest thanks for your cordial support and your thoughtful and wise guardianship of the interests of the school that this report is respectfully submitted.

A. H. WALKER,
President.

FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE FOR NEGROES.

Tallahassee, Fla., July 20, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public
Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request dated June
20, 1912, I herewith transmit to you a special report of
the Florida Agricultural and Mechanical College for Ne-
groes for the bi-ennium closing June 30, 1912:
Enrollment.

(1) 1st. Year of Bi-ennium:			
Young men	118		
Young women	206		
		—	324
From Florida	292		
Out of Florida	32		
		—	324
Florida counties represented.....			33
(2) 2nd Year of Bi-ennium:			
Young men	165		
Young women	197		
		—	362
From Florida	329		
Out of Florida	33		
		—	362
Florida counties represented.....			36

Finances:

Income—1st Year of Bi-ennium.

(a) Morrill fund	\$23,081.70
(b) Educ'l fund	5,087.25
(c) Incidental fund.....	721.24
	—\$28,890.19

Income—2nd Year of Bi-ennium.

(a) Morrill fund	\$25,089.74	
(b) Educ'l fund	7,500.00	
(c) Incidental fund.....	703.91	
(d) Slater fund	500.00	
		33,793.65
		<u>\$62,683.84</u>
Total income.....	62,683.84	
Special appropriations	35,000.00	
		<u>\$97,683.84</u>

Out-go:—

1st Year of Bi-ennium:

(a) Morrill fund	\$22,992.62	
(b) Educ'l fund	5,087.25	
(c) Incidental fund.....	724.84	
		<u>\$28,804.71</u>

2nd Year of Bi-ennium:

(a) Morrill fund	24,035.29	
(b) Educ'l fund	7,500.00	
(c) Slater fund	380.00	
(d) Contingent fund..	638.04	
		<u>\$32,553.33</u>

Account of special appropriations..... 28,500.00

Total out-go.....\$89,858.04

Balance in all funds, July 15th (expenditure of
which already provided for)..... \$7,825.80

The above attendance statistics and fiscal statement are somewhat indicative of the equipment and reach of the work of the College. By reason of special appropriations of the legislature, the plant is becoming somewhat commensurate with the attendance and teaching facilities of the college.

The most urgent equipment needed now is an administration building for auditorium and class-room purposes. An appropriation of \$30,000.00 would supply such a building. The material increase of the plant makes necessary an annual upkeep appropriation of \$8,000.00 or \$16,000.00 for the bi-ennium. In view of all the facts in the case, these figures are modest estimates of the College's most urgent needs.

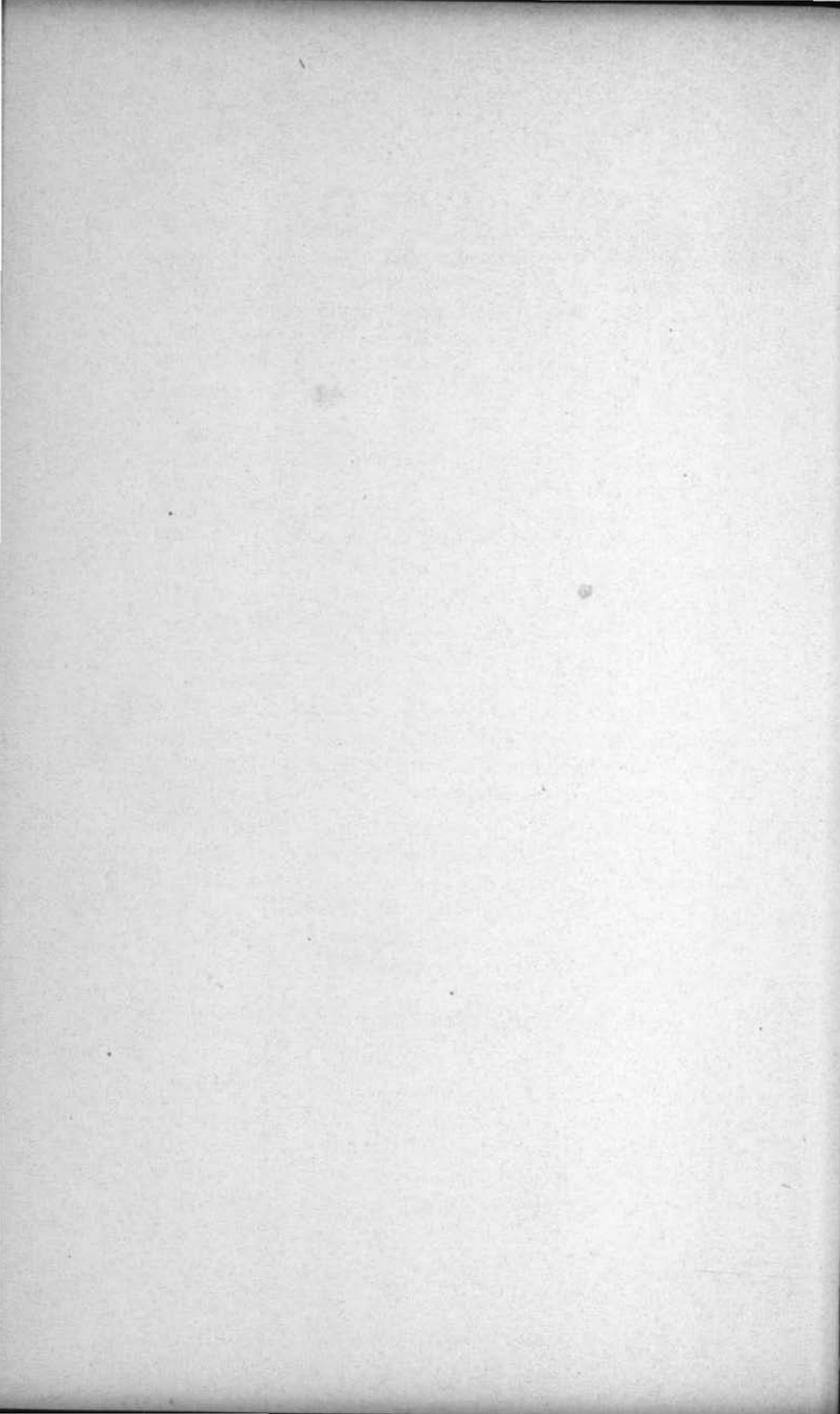
In spirit and in scope of work, the college is endeavoring to make itself helpful to the rank and file of the Negro citizens of the state by stressing the Manual and Industrial Arts and Agriculture, and thus to become an agent of real usefulness to the State at large.

In this effort it has had the sympathetic co-operation of the State Board of Education and of the Board of Control. The State is to be congratulated upon having her educational affairs under such splendid management. In educational progress no state is excelling her. Her Negro citizens fully appreciate the unusual interest manifested in their educational welfare by these Boards backed so splendidly by the Legislature.

It is not inappropriate for me here to express on the part of the patrons, the students, and the faculty sincere thanks to you for your uniform interest in the affairs of this college. Both personally and officially you have shown yourself a friend to this institution of learning and to Negro education throughout the State

Respectfully,

NATHAN B. YOUNG,
President



CHAPTER IV.

ANNUAL REPORT

OF THE

State Inspector *of* Elementary Rural Schools

OF THE

State *of* Florida

For the Year Ending June 30, 1912.

GEO. M. LYNCH,

State Inspector *of* Elementary Rural Schools.

LETTER OF TRANSMITTAL.

Gainesville, Fla., Nov. 20, 1912.

Hon. Wm. M. Holloway, State Superintendent of Public
Instruction, Tallahassee, Florida.

My Dear Sir:—I have the honor to submit herewith my
first Annual Report of the Elementary Rural Schools of
Florida.

Yours truly,

GEO. M LYNCH,
State Inspector of Elementary Rural Schools.

The law does not require that the county superintendent shall segregate the facts and figures of the rural schools and the urban schools in their annual reports, and for that reason we are forced to make the comparisons of the data of our first year with approximate data for 1910-11.

Statistics for 1910-11 have been determined by subtracting the State Superintendent's report, covering the whole system, from the high school data prepared and collated by the State High School Inspector.

There are many reasons in support of a separate annual report from the county superintendents of the two classes of schools, but the most forceful that occur to me at the present time are: First, the recognition of the rural schools as a separate and distinct system; second, to point out the qualitative and quantitative progress of rural schools annually; (a) to give the rural people a definite and intelligent statement of their standing educationally; (b) to show in what particular and to what extent the rural school is contributing to the uplift and enrichment of community life; (c) to present facts regarding character and qualifications of teachers, enrollment and average attendance of pupils, buildings, equipment and grounds; (d) to show the receipts from rural districts and the amounts expended in the maintenance and supervision of their schools; (e) to emphasize the need for expert supervision.

A study of the enrollment and average attendance shows very conclusively that the rural school has not made its power felt in the homes of our rural people. When we further consider that the enrollment is only 70 per cent. and the average attendance a fraction less than 49 per cent. of the rural school population, it is quite evident that there is no vital bond of union between the people and the school.

Everything considered, Florida has made greater progress in the past few years in the building and equipment

of school houses than any other State in the South, but the power-producing system of the antiquated, traditional school has been installed in the new plants, with only a few minor repairs.

When the taxpayer is informed that \$250,000 have been expended in the improvement of school houses, \$25,000 in furniture and equipment, over \$200,000 in management and supervision, and upon investigation observes the same rust-covered educational machinery that worked upon his mind forty years ago and made him believe that "Ignorance is bliss, 'tis folly to be wise," is it any wonder he cries, "too much taxes!"

The following words of advice from one of the clearest and sanest thinkers in America should be earnestly considered by school officers and rural teachers: "Don't you think we make a mistake by stressing too much the necessity of getting the people to do things for their school? Ought we not, first of all, make the school do things for the people? When the school does this, do you not think that the people will want to do things for the school without being asked? In this way will we not make the people realize that the school is their instrument, in their hands, to be used in increasing their power to make the soil produce more, to make the home more wholesome, more healthful and more satisfying, power to develop their social activities and interests, power to handle the problems of buying and selling; in fact, all the other problems of farm life, along with the social and political problems?"

"Too much taxes" is only a shorter form of expressing taxation without results is unjust and burdensome.

ENROLLMENT.

	1910-11		1911-12.
Boys	37,580	Boys	38,065
Girls	36,840	Girls	37,625

AVERAGE ATTENDANCE.

1910-11		1911-12.	
Boys	25,742	Boys	26,265
Girls	25,788	Girls	26,337

TEACHERS.

1910-11		1911-12.	
Male	640	Male	643
Female	1,696	Female	1,723

AVERAGE AGE.

1910-11		1911-12.	
Male	29 years	Male	29 years
Female	24 years	Female	24 years

AVERAGE EXPERIENCE.

1910-11		1911-12.	
Male	40 months	Male	42 months
Female	30 months	Female	30 months

GRADES OF CERTIFICATES—1911-12.

First Grade, 409, Second Grade, 985, Third Grade, 411.

The following are not reported in the number of First Grade Certificates: Bradford, Dade, Duval, Escambia, Hillsborough, Holmes, Marion, Monroe, Orange, Osceola, Palm Beach, Volusia, Walton and Pinellas.

Counties omitted in report of Second and Third Grade Certificates: Bradford, Dade, Holmes, Marion, Orange, Osceola, Volusia and Walton.

I feel sure a report from these counties would show over 700 rural teachers holders of First Grade Certificates.

FURNITURE—1911-12.

Single Patent Desks, 15,849; Double Patent Desks, 21,472. Duval, Hillsborough and Monroe Counties are not reported. With the possible exception of three counties, every county in the State is making special efforts to furnish its rural schools with modern school furniture.

APPARATUS—1911-12.

Maps, globes, charts and slides.....\$44,585

AVERAGE LENGTH OF SCHOOL TERM.

1910-11, 104 days. 1911-12, 107 days.

Increase in value of rural school buildings for the year 1911-12, \$250,000.

Increase in the number of Special Tax Districts from July 1, 1910, to July 1, 1912, 89.

The number of rural teachers attending Summer Normal and Training Schools, 580.

Number of rural teachers who have had one year or more in Normal School or College, 275.

Number of visits made by County Superintendents, two hours or longer, 2,560.

COURSE OF STUDY.

There is no department of public business in which the letter killeth more quickly, and the spirit giveth life more abundantly than in the rural school business.

In this field of educational work we find larger opportunities for intellectual, initiative and independent craftsmanship than in any other service of the public school system. This fact is crystallized more clearly in the public mind as it notes the increasing number of educated men

and women who are finding their best leverage in the work of rural education.

The chief concern is in the content of the school. At present, we have for our rural schools the "culture" courses of study organized for the scientifically graded city school from a time of which the memory of man runneth not to the contrary.

I visited during the past year one hundred and ten rural schools, located in eighteen counties, from Escambia to Lee, and in eighty-five per cent. of them, I found the teachers working from six to eight hours a day in order to "faithfully and conscientiously" carry out the "county course of study" which the city schools with one and two teachers in each grade were "faithfully and conscientiously" struggling to achieve in eight months.

It was not unusual to discover a teacher "hearing" thirty or more classes a day. A marvelous feat of mental gymnastics enables one out of every ten pupils to pull through five grades of this ordeal.

In submitting the following synopsis of courses of study for rural schools, I would suggest that some classes in 4th and 5th, 6th and 7th, and 7th and 8th grades be combined so that the average number of daily classes for each grade would not exceed four. The synopsis herewith submitted was prepared by a committee of three State Supervisors of Rural Schools appointed at the Conference for Education in the South, Jacksonville, Florida, April, 1911.

Pheliminary to the body of this report, we wish to state several propositions which served as criteria in our work of selecting the subject matter contained herein.

1. The first aim of the public school is to conserve the interests of the State and insure its perpetuation as a civic institution; in other words, to train for citizenship.

2. Secondly, its aim is to provide for the most urgent and vital needs of the individuals composing the State, both as to the present and future. Almost without exception, these two aims coincide, the welfare of the individual being a prerequisite to the State's welfare.

3. The public school is under obligations to foster and improve the individual's condition as to (a) health, (b) economic efficiency, (c) morality, (d) culture.

4. For convenience in organizing the material presented in this outline and in conformity with high educational authorities, children of elementary school grade are classified as follows:

A.—Primary Group: Children between the ages of six and twelve, comprising the first five school years—the “here,” “now” and “how” age.

B.—Intermediate Group: Children between the ages of twelve and fifteen, comprising about the sixth, seventh and eighth school years.

The chief aim of the school with the Primary Group is to train its pupils into a skillful use of the tools of learning—writing, reading, arithmetic and spelling; and to develop and definitely fix personal habits of life relating to health, character and economic efficiency. The subject matter should be selected with this aim in view and the value of the school estimated on this basis.

The subjects to be studied in this group, in addition to those mentioned, are personal hygiene, language, history and civics, geography and nature study.

PERSONAL HYGIENE.

Aim.—The teaching and fixing of healthful personal habits. Appearance, neatness and cleanliness of dress; care of hands, face, hair, nails, teeth, etc; graceful and healthful habits of walking, sitting, sleeping, etc.; pleasing habits of voice and speech. Bodily health; clothing suited to bodily needs in fit, weight, material, etc.; good

and bad foods; mastication and good eating habits; care and protection of stomach; suitable school lunches; how and why food should be cooked; causes and results of poor digestion; protection and care of respiratory organs; pure and impure air; night air, sleeping room requirements, value of sunlight to air, second-hand air, draughts and the error concerning them; good breathing habits, affections of respiratory organs and their prevention; danger of dust, etc.; function and care of skin; bathing, how and when, etc.; protection from danger in drinking water; value of out-of-door exercise and work, of games and athletics of all kinds; the teaching of such pleasurable activities as are especially healthful; accidents of common occurrence and how to deal with them; correction or eradication of unhealthful habits with which some children come to school, etc.

As might be inferred from the nature of the work as outlined, little time should be taken up in regular recitation, this varying according to pupils' needs. This rather demands constant watchfulness on the part of teachers to train into correct and healthful habits and to eradicate harmful ones. No text is necessary for the pupils of this group.

READING.

Aim—Learning to read, a mastery of the process gradually leading to the reverse, reading to learn.

This subject should occupy, on the average, half of the school time of the Primary Group. While subject matter should be carefully selected, the chief aim is mastery of the process, which becomes largely a matter of drill.

The material should come from within the lives and experiences of the children, or be closely related thereto in character; a large part of it should be of such a kind as to give a keener insight into and deeper appreciation

of the immediate world about them; the remainder should comprise fairy tales, mythological stories, gradually changing into biography and real stories of travel and adventure.

During the fourth and fifth years children should be allowed or required to read extensively and of great variety, much or most of it being done out of class recitations, but for which an account must be given. The guide in selecting such material should be largely the child's own interests, particularly in the fifth year, when he begins feeling his way into all the various fields of human interest in search of that to which he is likely to devote his life. There should be little restriction in kind or quantity of reading matter at this important time. During the fourth and fifth school years each pupil should read a dozen or more books in addition to the three or four to be read and more or less critically studied in class recitation.

ARITHMETIC.

Aim—Skill in the use of the fundamental arithmetical processes.

For the first year, or perhaps two, this work should be incidental to other school subjects and the daily activities of the school. After that pupils should be taught the reading and writing of numbers and counting. During the fourth year they should learn the four fundamental processes and devote the remainder of the time of this group to drill in them; accuracy and rapidity in these processes loom far ahead in importance of anything else. Pupils should enter the Intermediate Department skillful in these fundamental operations.

Children should be given early a conception of both integral and fractional units and the operations previously mentioned should be based on this knowledge. The fractional units should be limited to those in common

use, simple in form. Beginning with the fifth year, application of the processes learned should be gradually made to such actual affairs of the children or of the school as may demand their use. In fact, at all times throughout the course application of principles already learned is to be made in response to urgent needs of the children. No text-book is required by pupils in this group, although a good one might be put to some service.

On leaving this group, for the next higher, pupils should be able to read and write numbers, add, subtract, multiply and divide integers and very simple fractions as accurately and rapidly as the average business needs demand.

LANGUAGE.

Aim—to fix correct forms of oral and written English; to enlarge vocabularies and give ease and facility of expression.

The most effective language work will be done in connection with other school subjects; faulty expressions of speech will be corrected by use of proper ones; nothing less than the best English known to the pupil should be accepted at any time or under any conditions.

Formal instruction should include work in dictation, descriptive accounts of matters well understood and appreciated by pupils, picture stories, story telling and the reproduction of stories, etc., always with the aim of fixing good language forms. The key to success in this work is drill; no text-book is necessary in the hands of pupils, but the teacher will have available several good texts for reference, and will follow very definite and well prepared outlines. Success in this subject will be measured by the improvement in the use of English manifested by the pupils.

SPELLING.

Aim—Fixing correct word forms.

Pupils should learn to spell words as they are added to their vocabularies from other school work. This will constitute all the spelling that is recommended for the first two years. Beginning with the third year, a text-book containing words which children need to know and use, will be studied daily as supplementary to the previous plan of learning words. Drill is also the key to success in this subject; not the number of words studied, but the certainty of their being well known is the important thing.

HISTORY AND CIVICS.

Aim—To lay the foundation for a proper study of these subjects later in the school course, and to develop a love for work of this nature.

There will be much work of a historical character in the reading course; the story-telling, as outlined in the language course, will be of the same nature. History will not appear as a separate subject until the third or fourth year, and then not as the formal history usually taught.

During the third, fourth and fifth years there should be an abundance of reading and story-telling of a historical nature; mythology, biography, stories of adventure, etc. Parallel to this there should be gradually collected at first hand all the available history, legendary and genuine, of the community. This should be sifted and compiled by teacher and pupils combined into the nucleus of a text-book for the fifth year's work. From year to year this written manuscript should be enlarged and improved. Work of this character will be of the greatest value. There should be every effort made to create a sincere love for historical facts. No text is recommended, and only in the latter part of the time of this group should there be a daily recitation period set aside. Stories of the kind first mentioned will predominate throughout this course.

Incidental to such history work, pupils should learn the names and duties of local officers.

GEOGRAPHY.

Aim—To establish the dependence of man upon the earth and her products, and to show that her contributions to man are in proportion to his knowledge and mastery of her laws.

During the time of the Primary Group attention should be focussed on community life and activities, and the relation of such to natural resources and prevailing conditions. This should be done incidentally and in a very limited way until the fourth or fifth years. At about that time pupils should begin to make a systematic study of their community, physical characteristics, natural resources, drainage, soil, transportation facilities (natural) climate, timber, game, fish, crops, raw products, manufactured products, factories, other business enterprises, local occupations and activities, exports and imports, artificial means of transportation, etc.

Not only should the investigation and study proceed systematically, which is essential, but parallel to it pupils should record on maps and statistical tables the results of their work; these should become permanent records of the school and should be amended from year to year as conditions change, serving as the basis of study for each succeeding class.

The significance of the facts cannot be appreciated fully by pupils so immature, but in so far as such is possible, they should understand the relationships thus shown of man to the earth and of man to man.

NATURE STUDY AND GARDENING.

Aim—The establishment of a sympathetic relationship with nature, and the teaching of some few fundamental

principles upon which depend economic efficiency. "Teach those things best worth knowing, to the end that life may be better worth living."

This includes a study and classification of the birds, animals and plant life of the locality on the basis of their economic relation to the farmer, emphasis being placed upon those most helpful or injurious to the farm crops. This should be a systematic procedure throughout the year, beginning with the third grade and continuing through the school life. Each pupil should treasure his records of this kind.

The school garden should be the property of the school as a whole, and its care should have value as follows: (a) an understanding of the economic principles of home gardening; (b) the supplying of material for the application of scientific principles developed in laboratory work of higher grades; (c) healthful and worth while exercise; (d) and an appreciation of the dignity of manual labor.

This garden should be as much a part of the school as the arithmetic, and it must be properly cared for to have the values previously assigned to it. The girls of the school may devote their time in part to flower gardening.

RESUME.

It will be noted that but little text-book is done in the Primary Group. There is to be an abundance of reading along many lines, but most of the time not devoted directly to getting a mastery of tools of learning is spent in getting in touch with the life about the child. Pupils should leave the Primary Group with healthful bodily habits, and with such a complete mastery of the tools of learning as to render their use in a manner unconscious of the process; they should, through their active perceptive powers, have become thoroughly acquainted with the material world about them, although it will not assume much significance to them until they become more ma-

ture. Their entrance into the Intermediate Group should be gradual and natural; in this higher group they will be using these tools of learning and their knowledge of their immediate world to the end of increasing the depth and breadth of their knowledge, and in gaining a truer conception of the value of the world about them as applied to life.

INTERMEDIATE GRADE.

Hygiene and Sanitation.

Aim—An understanding of how to protect and make sanitary the home and the community.

The Home—Location of dwelling, barns, feed lots, out-buildings, privies, well, etc.; drainage; building plans as related to health; ventilation, heating, sunlight, bath-rooms, screens, water supply, etc.; care of home; airing sleeping-rooms; cleaning and scouring, disinfecting, protection of food from infection, etc.; disposition of refuse and garbage; sleeping galleries, etc.

A study of the symptoms, cause, prevention and treatment of hookworm and common ailments.

A study of the house fly and mosquito with reference to their menace to health.

What to do in case of common accidents.

Out-of-door sports suited to age of pupils.

A definite study of regulations of State Board of Health and their application to the health of the community; study all material available from such sources.

Physiology—The structure and functions of the vital organs of the body with a view to better understanding how to protect them and maintain health. A text will be necessary for perhaps one school year.

READING.

Aim—Reading to learn, for the sake of information, culture and ability to interpret print.

The whole world of literature,, science, history and travel should be open to pupils of this group with the invitation to partake freely; they should browse and ruminate in any or all of these fields, following largely their own tastes. This kind of extensive reading will establish a broad and generous basis for later study, and better than all else, it will enable these young people to "find themselves" the very purpose of this instruction in many and varied experiences.

During these three years pupils should be required to read and study in class a dozen or fifteen books, not scraps of books, representing all of the fields above mentioned. These books, taken up in class, must be of high quality in the field they represent, but adapted in thought to the age of the pupils. A liberal portion of literature and information relating to the farm and rural life should be given. Lowell's "Vision of Sir Launfall," "Whittier's Barefoot Boy" and the "Corn Song" are examples of the kind of literature that will be found profitable.

ARITHMETIC.

Aim—The application of the arithmetical processes to affairs relating to the farm and country life.

This will include learning the tables of weights and measures used by farmers; tables relating to fertilizers, foodstuffs, etc. Pupils will learn how to estimate materials for lumber, brick or other materials; how to estimate quantity of work and cost in ditching, plowing and other farm work; how to keep books so as to know the profit and loss on each farm project; taxes, insurance, some commission, interest, notes, transportation charges, etc. The operations and applications taught will cover those that a progressive and up-to-date farmer will need to know. The work should be drawn from the life of the farm community largely, rather than from text-books.

LANGUAGE AND GRAMMAR.

Aim—Same as in Primary Group.

Work of this group will be a continuation of that of the Primary Group. Pupils will doubtless already have pretty well-fixed habits of writing and punctuation; it will require years for them to become skillful in written composition. There should be quite a good deal of written work required of them in other subjects, beginning with always an alertness for errors or faulty English. There should be a limited study of such portions of rhetoric as may be actually helpful in either writing or interpreting.

During the eighth year, or the seventh and eighth years, such portions of technical grammar as may really contribute to a better use of English should be studied; this will require but a small portion of the time of these two years.

SPELLING.

Aim:—Same as in Primary Grade.

Daily lessons from good text books, supplementary to words selected from other subjects.

HISTORY AND CIVICS.

Aim—An appreciation of the responsibility of citizenship and greater ability to assume it.

During the first year of this period the work of local history, begun in the Primary Group, will be extended and text book work begun in local State History. The entire sixth school year should be devoted to this kind of history; the connection with and relation of the local community to the history of the State at large should be made as vital and complete as possible.

During the seventh year, pupils will study from a text Colonial and Revolutionary history up to the adoption of our Constitution. This subject should be taught in a manner that will bring out the debt of obligation to our forefathers and the deep and abiding principles upon which they built.

The eighth year should be taken up in a consideration of the story of our national life, from the close of the Revolutionary period until the present time. Instead of chronological history, much emphasis will be laid on the growth along industrial civic and social lines. It will be treated as a continuous process of growth, rather than being divided into administration periods.

Parallel to and alternating with State history, in the sixth year there will be studied State Civics, starting with local county government as a basis; this will be extended in the seventh and eighth years to the government of the United States, parallel to and correlated with the history study.

GEOGRAPHY.

Aim:—To make conscious the relationship existing between the home community and the world at large and their interdependence.

During the sixth year and perhaps beginning in the last half of the fifth, pupils will be given a conception of the world as a whole, largely from maps. They will learn to read maps, to understand the meaning of geographical terms, will become familiar with the definite purpose of putting pupils into possession of an equipment necessary to the economical continuance of the subject. Drill in map reading should be frequent.

At the conclusion of the study just indicated, some time in the sixth school year, there should begin a year's work in the industrial, commercial, physical and descriptive geography of the State. This will be based upon a text,

supplemented freely by railroad and steamship line maps and printed matter, census statistics bearing on these subjects, and other material from whatever sources may be available. The method will be always to relate what is being done with community geography, establishing the unconscious relationship that already exists. There should be no hesitation about eliminating material not likely to be of service to the public.

Following this work and continuing throughout the remainder of the time of the Intermediate Group, geography of this same nature but covering the United States and other countries of the world, should be studied. The economic needs of the community and the State should govern in the selection of subject matter, countries receiving emphasis in proportion to their commercial dependence upon us or our dependence upon them. Means of transportation, routes, imports and exports, scale in civilization, etc., will receive prominence. A commercial atlas should be available.

SCHOOL GARDENING AND AGRICULTURE.

Aim:—To learn the fundamental principles of agriculture as applied to gardening and the farm. Also, see Aim in Primary Group.

The school garden should be a home garden located at the school; it should have a hot bed, cold frames, and a simple equipment of tools; there should be an allotment of time for its care sufficient to keep it in excellent condition. The aim should be frankly utilitarian, the cultural and ethical values being important but incidental; it should be jointly owned and worked by all members of the school capable of taking part therein. It should furnish the basis for application of the scientific principles studied in class from texts.

Agriculture, consisting of a study of soils, crops, farm animals, horticulture, farm dairying, trucking, simple

forestry, marketing, etc. etc., should be studied from a text once or twice a week throughout the time of the Intermediate Group. Application and demonstration of the principles studied will be made in the school garden and from farming operations of the community supplementary to this text book work and of prime importance, will be a systematic and detailed study at first hand of the live stock, and farming operations of the community. This will be made by visits once or several times a week to places where something worth while may be observed and studied;—pure bred stock, modern machinery, extra fine crops, stretches of good road, exceptional drainage, ideal cultivation, etc., etc. Record will be made of studies undertaken. This work must be directly and vitally related to agricultural activities of the community.

INDUSTRIES.

Aim:—To encourage all pupils to learn something of each of the leading human occupations to the end that they may be better able to determine the direction of their greatest interest and efficiency.

There should be taken up at different times throughout the sixth, seventh and eighth years of school, studies of farming as a business, the elements of commerce, studies in mechanical occupations, inventions, railroading, etc. etc. These will, of course, be studied from texts, but the work will be supplemented by the observation and study of such examples as may be available at hand. Where boys show a marked tendency, during these years, in any one direction other than farming, such interest will be fostered and aided by the school as far as possible. The library should contain material touching all the human activities of importance. Pupils will be encouraged to read in many directions. Your committee feels that this work is highly profitable and should be an essential part of the course in all of our rural schools, in order that all

the boys from the country may not be forced into farming where natural ability may lie in another direction.

FARM AND HOME MECHANICS.

Aim:—To give some skill in the use of tools that farmers and others must work with; to afford valuable manual exercise directed to useful ends; to assure for the farm and home better and more artistic equipment and furnishings.

Each school having boys in the Intermediate Group above the age of twelve, should have a plain and inexpensive workshop attached, in which will be found all the necessary carpenter's tools in sufficient quantity for their use, together with work bench or benches, horses, and material commonly used for construction work in the community.

During the first year of this group, the shop work will be somewhat formal, consisting of instruction in the proper use and care of these tools, and the construction of joints; incidentally in connection with this, the boys will make small but simple equipment needed for either their homes or the school.

For boys in the seventh and eighth school years and others of equal age of whatever grade, there will be set problems of the following character: gates, fences, hitch racks, walks, trellises, play ground equipment, swings, see-saw, jumping boards and bars, etc., sheds and privies, shelves, bookcases, tables, benches, lockers, etc., hot beds, cold frames, trap nests, poultry houses, etc., window seats, gallery swings, fireless cookers, etc.

This shop work will vary in quantity and somewhat in difficulty as the needs of the school or home, or the ability of the boys may demand. There should be an intensely practical aim, frankly admitted, and whatever may be constructed should be useful and in demand. Mechanical drawing should accompany this work as is needed.

HOME MAKING.

Aim:—To instill into the minds of these girls, at an age when such ideals become fixed, a love for the home; to furnish them with an equipment of knowledge about how to manage a home successfully.

Alongside of the boys' workshop, there should be found a room or two rooms for this work of the girls; in case this is impracticable, a simple equipment may be placed in one of the class rooms and the work scheduled for the last period in the afternoon when the school house shall have been emptied of its other pupils. This equipment should consist of a good stove or range, a fireless cooker, kitchen sink, kitchen utensils, dining table, dishes, and food stuffs.

During the sixth and seventh school years, or for all girls twelve years of age or over, this work should consist of practice in the cooking of foods common on the farm, preparation of lunches, canning and preserving of garden and orchard fruits, serving in the dining room, etc. Parallel to this, the girls with individual equipment of scissors, needles, thread, etc.; should receive practice in darning, patching, mending, pattern making and cutting, making clothes for members of the family, etc.

In the eighth year, they should continue work of this character and study, in addition, the elements of the management of the home and some of the scientific principles underlying the cooking of foods. All this work should relate as closely to the needs of the girls as does the shop work of the boys. Teachers should frankly adhere to the practical aim first indicated.

SINGING AND DRAWING.

Aim:—Learning how to sing and committing to memory a large number of sweet, simple songs and melodies that may be of pleasure to themselves and the

family in after years; gaining some appreciation of the artistic in the home and in country life and acquiring some skill in the application of this art to such practical affairs.

Once a day, throughout the entire school life, pupils should have a period set aside for rote singing; the technique of music is not recommended. These songs should consist of melodies relating to home and farm life in many cases and should always be of a character tending to increase their love of singing and their ability to sing.

The drawing work will be incidental to other subjects throughout the entire course,—home making, geography, farm shop, etc. It should be dominantly mechanical drawing and the application of art to the home and the farm. It should result in better taste in dressing, and in furnishing the home; in more artistic farm residences and buildings, etc.

WRITING.

Aim:— Learning to write rapidly and legibly.

This subject will be incidental to the other school subjects throughout the entire course; reading, language, history, geography, etc. Individuality should be recognized and uniformity discouraged, the aim as set forth being always held in mind. Copy book is not recommended, but the highest standard of which pupils are capable should be maintained in all their written work.

RESUME.

Taken as a whole, the work of the Intermediate Group covers a wide range of subject matter to the end that the pupils may, by means of such extensive experiences, finally discover the direction of their life work; further, it is limited largely, almost solely, to practice rather than a consideration of the sciences underlying this practice,

because this method seems to be the natural order of learning. The practical nature of the course needs no explanation or apology, being in accord with the almost universal opinion of today that culture and the higher ideals and standards of life, grow out of life's activities and are not separable from them.

At the close of the time of this Intermediate Group, pupils are ready to enter more fully into a scientific study of the principles underlying what they have been doing; they begin to manifest tendencies toward special lines of human endeavor, which tendencies will be further strengthened by the elective courses of the modern high school.

Your committee appreciates the need of larger and better graded schools for the proper carrying out of such a course of study; of provision being made in all such schools for more extensive equipment for industrial work; and of a series of text-books and other books written from the standpoint of the rural child and tending to lend significance and value to country life.

THE SCHOOL HOUSE.

You will note by reference to the statistical items that the value of our rural school houses increased the past year \$250,000. The larger part of this will be found in the erection of new buildings. More than ninety per cent. of our rural schools are housed in buildings costing in their construction from \$400 to \$15,000. School grounds range from one acre to ten acres.

We have built liberally, but not wisely. The ancient type of school architecture is found in the large percentage of our new buildings, disregarding the laws of mental, physical and moral development. It is unfortunate that our people feel that their responsibility for the care and "up-keep" of school property ceases with the completion of the building.

If we could compute in terms of dollars and cents the loss in human effort, health and ideals caused by ignorance, neglect and penuriousness in school architecture and the care of school house and grounds, we would be shocked beyond measure.

A large per cent. of the rural children who attend school are reared in a double atmosphere: in one they are taught, "no place like home," in the other, the school, they are taught, "no life without slatternly habits."

The following memoranda of a school were made in my visiting note book last winter. It is not an exaggeration to say that sixty per cent. of our country children are trying to make their adjustments in life under these conditions.

School House—One room, frame, painted, built two years ago at a cost of \$500.

Lighting.—Two windows on each side, one in the rear (the top of all about three feet from ceiling.) House fronting the West.

Doors.—Two doors, single, opposite sides of front of building and opening directly into the room.

Interior.—Walls and ceiling covered with light grain pine, the ceiling darkened by moisture and dirt. A white handkerchief brushed lightly over a square foot of surface of a side wall two feet distant from where a little girl sat six hours a day, five days in a week for a period of six months, was blackened with fine dust and mold. Walls decorated with calendar pictures and picture post cards of doubtful content; windows bare and window panes streaked with dirt. Floor had not been scrubbed since the erection of the house.

On a box in one corner of the room rested a galvanized iron bucket half filled with pump water. Two dippers, one in the bucket, the other on the box, supplied the needs of the thirty-eight children. In the same corner stood two brooms, handles down, and on the sides of the

two walls and directly above and on each side of the bucket hunt hats, caps and wraps. Temperature on the out side 49 degrees; temperature in the room, created by a red-hot stove, 90 degrees. Windows down and doors closed. You could almost hear the glands working with extraordinary activity to keep the skin and respiratory organs supplied with moisture. The teacher complained that her children were backward. I requested that she lower the windows and give the air a chance to get moisture from some other source than from evaporation from the bodies of the children.

Furniture—Double patent desks in good condition.

School Grounds.—Two acres, fairly well shaded with pine and oak trees, unfenced, literally covered with waste paper and food.

The floors are swept three times a week, generally near the close of the noon recess.

Daily program showed thirty recitations.

Average tenure of teacher in the school for the past six years, one year.

Number of visits from school officers, one; length of visit, one hour and thirty minutes.

Number of visits from patrons, three; purpose, to censure teacher for discipline.

If "education is a systematic exertion of an influence upon the still formable inner life of another whereby a definite form is to be given to this life and is actually given," then what may we expect in the matter of health, economic efficiency, morality and culture from an environment such as cited above? This school, like hundreds of its counter parts, needs to be born again, humanized and socialized.

The country schoolhouse should be built so it can be used for any and all purposes of community life.

Rooms—The rooms should not be less than 18 feet wide, 24 feet long and 12 feet high.

Lighting—Four windows, 3 feet by 8 feet, placed close

together on the east side well to the rear of the room. Lighting space should be to floor space as one to five. If bilateral lighting is deemed best, then two windows may be placed in the rear of the room and near the east wall. White shades should cover the rear windows in order to diminish the glare in the teacher's eyes. Lighting should come from the left side of the pupils.

Walls—Painted a light gray and the ceiling white.

Doors—Doors, double, should be placed in the center of front of building and open outward.

Floors—Flooring should be thoroughly seasoned lumber.

Ventilation—In the majority of schools visited the past year I found little attention paid to either quantity or quality of air. Temperature and ventilation are of vital importance, and should not be subject to individual notions or feelings. Laws regulating both are well known, and should be observed. A thermometer and barometer should be found in every schoolroom, and readings should be made every hour. This duty should be assigned to pupils in geography or physiology.

Blackboard—Not less than 36 feet of linear space of the walls should be covered by a blackboard. The board should not be over 30 inches from the floor, and its width four feet. Hyloplate, black or green, the latter color preferable, has been found to be the best board in many particulars for our climate. I would urge the use of dustless crayon and erasers.

Decoration—At an expenditure of \$4.00 we can make the walls of the schoolroom almost as bright and pleasant as a parlor. Three photogravure prints, 22 by 28 inches, of Millet, or Joshua Reynolds, or Adams, with three or four smaller prints, would transform many of our dull and dreary schoolrooms. What a wealth of sweet and pure incense is breathed into the life of school work from potted flowering plants placed in windows or on blocks wrapped in Spanish moss?

Desks—Single patent desks are preferable for many reasons; health the most imperative.

There should be a room for a library, with tables and chairs. The total cost of this extra room, with the furniture, would not exceed \$300.00. The country boy is entitled to more. This room can be used for local committee meetings of Farmers' Unions, school officials and a community reading-room. A traveling library can be procured for the asking, and additional books secured through private sources and from funds raised by entertainments. Magazines selected with reference to the needs, tastes and advancement of the community, a representative daily, and the county newspapers should be placed on the tables.

Exterior—Architecturally, the schoolhouse should be the most beautiful building in the community. A broad veranda should extend around the front and east side of the house. This may be utilized for out-of-doors recitations.

Grounds—The area of the school grounds should not be less than two acres; five acres is better. A neat and substantial fence should enclose the grounds. The house should be built in the center of the grounds; the campus area in front, excepting pathway from gate, ought to be devoted exclusively to playgrounds.

The closets should be placed in the opposite corners of the rear campus.

At a cost of perhaps \$100 a building, 10 feet by 14 feet, should be erected in the rear of the schoolhouse. This small house should be furnished with a carpenter's work bench for the boys, and a sewing table for the girls. Such tools as are necessary for use in making ax-handles, plough stocks, hooks, bins, towel-rollers and other small implements of home and field can be furnished by the boys, and needles, thread, scissors and cloth scraps can be furnished by the girls.

Give the boys and girls an opportunity to translate

the ideas in arithmetic and English into things they know are useful, and school registers will show larger enrollments, better average attendance and higher grades in class work.

A special study of the enrollment of pupils by grades in the rural schools of eighteen counties brought out the following facts:

In counties where encouragement is given to Corn Clubs, Tomato Clubs, and other similar organizations; where the people are brought together in the school house, bi-monthly or monthly, for literary and social entertainments; where provision is made for high school children who reside in districts not maintaining high schools; where Certificates or Diplomas are issued by the County Board of Public Instruction to pupils completing the eighth grade; where local school Trustees are conscious of their responsibilities and devote from one to two days a month in visiting the school; where the teachers visit the homes of the patrons and take a live interest in every worthy community enterprise; where the County Superintendent visits his schools at least bi-monthly, either in person or through some form of county examination, and where the teachers are assembled twice a year in institute work, I find the proportion of boys to girls in the fifth, sixth, seventh and eighth grades fifty per cent. higher than in the counties where the "let well enough alone" policy prevails.

In counties where in addition to the above the Board of Public Instruction have a proper conception of their duties, who respect the sacred rights of a child to the full enjoyment of his birthright, who are not willing to pay ransom to ignorance for the privilege (?) of preserving "local rights" (?), I found: (1) Nearly every school in the county in a Special Tax District; (2) The county assessing the maximum millage of seven mills; (3) All the school houses, not marked for abandonment, painted and equipped with patent desks, maps, globes, charts and the

nuclei of a library; (4) The area of school grounds ranging from one to ten acres; (5) Office help given the County Superintendent in order that he may spend the major part of his time in the work of school supervision; (6) Plans being made to re-organize, revivify and socialize rural schools through consolidation and the organization of community activities in the course of study; (7) The people manifesting a genuine interest in the school, and the proportion of boys to girls 100 per cent. higher than in the counties where the members of the Board of Public Instruction measure the cost and the products of education entirely within the rim of a dollar.

SUPERVISION.

There is no business with one fiftieth of the capital invested and involving interests nearly so sacred, that is as inefficiently supervised as our rural school system. Except in eighteen counties, supervision is a farce. In none is it efficient. This is not, in all cases, the fault of the County Superintendent. The Superintendent is human; he cannot perform the duties of Bookkeeper, Board Secretary, Financial Agent, Office Clerk, attend to all school correspondence, and visit from 70 to 140 schools in six or eight months.

In counties having not less than 35 nor more than 65 schools I would urge the employment of an office assistant in order that the Superintendent may spend the major part of his time among the schools.

In counties having not less than 65 nor more than 100 schools, I would urge in addition to an office assistant the appointment of an expert school supervisor to assist the Superintendent in his field work.

In counties having not less than 100 nor more than 140 schools, I would urge in addition to an office assistant the

appointment of two expert school supervisors to assist the Superintendent in his field.

The duties of the Supervisors should be:

Visit, at least every five weeks, for at least one half a day, a full day if possible, every school in the district assigned them by the Superintendent.

To assist the Superintendent in the selection of teachers.

To supervise the constructing of new buildings, repairs of buildings, grounds, etc.

To aid the teachers in the organization of schools, the daily program, in enlisting the co-operation of patrons, etc.

To use every effort to get every child in the district in school.

To encourage the study of agriculture, manual training, house keeping.

To emphasize the craftsmanship spirit in teaching.

To "work up" local libraries.

To hold public meetings, spelling bees, literary societies, Corn Club contests, Field days, etc.

A county system of schools placed under effective supervision for one year would reduce the waste in educational work under our present plan to such an extent that the extra cost would no longer be considered.

CONSOLIDATION.

Twelve counties in the State have made fair progress in the consolidation of schools. Reports from the county Superintendents show gratifying results. If these counties continue the work so well begun, I feel that the Florida schools will more than realize the dream of Prof. I. P. Roberts, for thirty years Dean of the College of Agriculture in Cornell University.

"A rural center housed in a large, plain, attractive building, fitted with kitchen and assembly hall for public

meetings, social, recreative, educational and religious; a building which will furnish conveniences for carrying on all those activities which the country people desire and need; a place in which any one who has anything to say or do which will improve any phase of rural life or which might stimulate to noble endeavor, should find a rostrum and a welcome; a central meeting place, perhaps for two or more districts, where agriculture will be taught the young and old, and where handicrafts and domestic economy will be taught along side the three R's."

"The social school house will be located in an ample area, with sheds for teams, with trees and flowers, with athletic grounds, with a kitchen garden, and with good roads leading to it from every part of the district. This center will be presided over by a graduate of one of the agricultural colleges who will give all his time and energies to the public welfare and who will be the leader in all things helpful."

CHAPTER V.

BI-ENNIAL REPORT

OF THE

State High School Inspector

OF THE

State of Florida

For the Two Years Ending June 30, 1912.

JNO. A. THACKSTON,
State High School Inspector.

LETTER OF TRANSMITTAL,

Gainesville, Fla., Oct. 1, 1912.

Hon. W. M. Holloway, State Superintendent of Public
Instruction, Tallahassee, Florida.

My dear Sir:

I have the honor to submit herewith my first Bi-ennial
Report of the Public High Schools of the State of Florida.

Yours truly,

JNO A. THACKSTON,
State High School Inspector

General Conditions From 1909 to 1912.

Total Number of Pupils.

1909-10	1910-11	1911-12
3034	3235	3685

Number of Teachers.

Year	Men	Women	Whole Time	Part Time	Total	College Graduates
1909-10					195	
1910-11	89	111	152	48	200	96
1911-12	107	119	178	48	226	111

Total Number of Schools.

1909-10	1910-11	1911-12
84	73	83

The apparent falling off is caused by higher standards being required.

Number of High Schools Showing Kind.

Year	2-Year Schools	3-Year Schools	4-Year Schools	Total.
1909-10	39	10	35	84
1910-11	21	9	43	73
1911-12	25	10	48	83

Total Salary of Principals and Average.

Year	Total Salaries	Average
1910-11	\$77,400	\$1060
1911-12	87,830	1058

	1910-11	1911-12
Value of High School Building	\$908,760	\$1,305,550
Value of Laboratories	\$13,396	\$24,185
Number of Volumes in Libraries		
Exclusive of Public Documents	13,470	20,658

NUMBER OF HIGH SCHOOLS.

There are today in Florida 83 public schools that are doing from two to four years' work above the eighth grade. This number does not include many small schools that are attempting to do some high school work. This report does not recognize these schools as high schools. They can not possibly do efficient high school work and should not attempt it.

Number of High School Pupils in Each County (1911-12).

County	No. Pupils	County	No. Pupils
Alachua	184	Baker	
Bradford	50	Brevard	49
Calhoun	32	Citrus	28
Clay	(?)	Columbia	52
Dade	121	DeSoto	118
Duval	346	Escambia	173
Franklin	38	Gadsden	39
Hamilton	18	Hernando	44
Hillsboro	334	Holmes	
Jackson	84	Jefferson	65
Lafayette	16	Lake	46
Lee	42	Leon	57
Levy	21	Liberty	6
Madison	49	Manatee	95
Marion	70	Monroe	35
Nassau	11	Orange	195
Osceola	90	Palm Beach	60
Pasco	43	Pinellas	217
Polk	208	Putnam	67
Santa Rosa		St. Johns	85
St. Lucie	41	Sumter	32
Suwanee	80	Taylor	17
Volusia	143	Wakulla	
Walton	46	Washington	25

These 83 high schools are located in forty-four counties. This leaves for of the counties (Baker, Holmes, Santa Rosa and Wakulla) without any school that is doing real high school work. Only forty-eight of the 83 recorded schools attempt to do four-year high school work. This leaves twelve counties without a Senior High School. This means that the children of twelve counties, or one-fourth of all the counties in this State, have not the privilege of attending a real high school. Since eighteen of these forty-eight schools are not full Senior High Schools, for they do not employ sufficient teaching force and have not sufficient library and laboratory equipment, the children of twenty-two of our counties, almost half of all the counties, are denied the privilege of attending a full Senior High School. (A full Senior High School is one that has sufficient library and laboratory equipment and employs at least three teachers for all their time.)

NUMBER OF 4-YEAR HIGH SCHOOLS BY COUNTIES FOR
1911-12.

Counties	Schools with 3 or More Teachers in High School.	Schools with 2 Teachers in High School.	Counties	Schools with 3 or More Teachers High School.	Schools with 2 Teachers in High School.
Alachua ...	1	1	Baker ....	..	..
Bradford ..	..	1	Brevard ...	..	2
Calhoun ...	..	..	Citrus ....	..	1
Clay .....	..	..	Columbia ..	1	..
Dade	1	..	DeSoto	2	1
Duval	1	..	Escambia ..	1	..
Franklin ..	..	1	Gadsden ..	1	..
Hamilton ..	..	1	Hernando ..	..	1
Hillsboro ...	2	..	Holmes ...	..	..
Jackson ...	..	2	Jefferson ..	..	..
Lafayette ..	..	..	Lake	1	..
Lee	1	..	Leon	1	..
Levy .....	..	..	Liberty* ...	..	..
Madison ..	1	..	Manatee ...	1	..
Marion ...	1	..	Monroe ...	1	..
Nassau ...	..	..	Orange ...	2	..
Osceola ...	1	..	P. Beach ...	1	..
Pasco	1	..	Pinellas ...	1	1
Polk	2	1	Putnam ...	1	1
S'ta Rosa ..	..	..	St. Johns ..	1	..
St. Lucie ..	..	1	Sumter ...	..	1
Suwannee..	1	..	Taylor ....	..	..
Volusia ...	1	1	Wakulla ..	..	..
Walton ...	1	..	Wash'ton ..	..	1

I am sure that the gravity of this situation is not realized by the majority of the people of this Commonwealth. It means too much to this State's future welfare to allow such conditions to exist much longer. Every county in the State should have at least one full Senior High School, and every child in the county should have the opportunity to attend it and finish its course of study. Free tuition, and inexpensive board for those who live at a distance from the school, must be placed at the disposal of every pupil in all the counties, if Florida is to prosper in the future as it should.

THE WORK OF THE TEACHER AND PUPIL.

There are many schools throughout the State that do not employ more than two or three teachers for all the work from the first to the tenth grade. In many such schools we find one teacher attempting to teach four or five different grades. It is very common to find the principal of the school attempting to carry on the work of the seventh, eighth, ninth and tenth grades, and at the same time being forced by custom to call his school a high school. Such a condition as this is an injustice to the principal, the children and the whole community. It would be far better for a school of this kind to make no attempt, whatever, to do high school work. It is a physical impossibility for one teacher to do well the work of so many grades. Even the school, where one teacher has to attempt to instruct the eighth, ninth and tenth grades, can not do efficient high school work. So it is absurd for one teacher to attempt more than that.

To illustrate the mistake that such schools are making, the following data are given for the readers consideration: 10 of the 30 Senior High Schools require each teacher, on an average, to teach 5 periods per day; 10 require 6 periods per day; 6 require 7 per day, while one reports that 10 are required each day. The number of

daily periods required of teachers in the 18 irregular Senior High Schools varies from 8 to 13, with an average of about 9. The other high schools vary from 5 per day to 18 per day for each teacher, with an average of about 11.

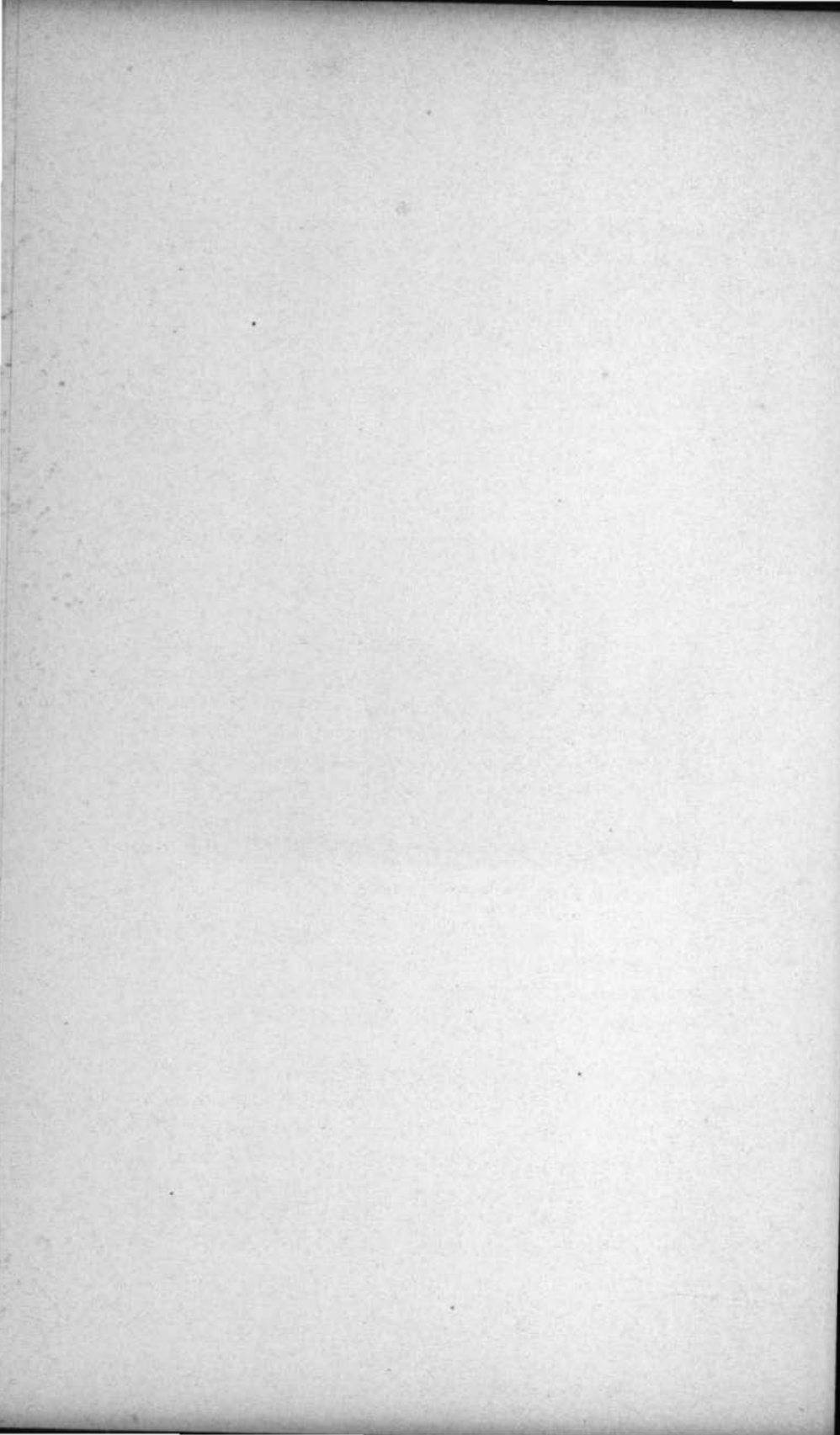
It is absolutely impossible for one teacher to teach well more than 6 or 7 high school recitations per day, and these should not be in more than 2 or 3 different subjects. In other words, it should be departmental teaching. For a teacher to attempt from 8 to 12 or 15 recitations per day, as some teachers still continue to do, and in 4 or 5 different high school subjects, is a waste of time, money and energy that could be spent better in most any other way. Poor work is certain to be the result and failure will be the natural consequence.

Turning to another side of this situation, we find that 12 of the 30 Senior High Schools require of each pupil 4 recitations only per day; 12 that require from $4\frac{1}{2}$ to 5 per day, while 6 require from 5 to 7 per day. The length of the recitation periods in most of these schools is from 40 to 45 minutes. Two schools have 30 minutes, while one has 50. Of the 18 irregular Senior High Schools, 17 require 5 recitations per day, while one has 6. These are from 26 to 40 minutes in length, with an average of about 35 minutes. Among the remaining 31 schools, 6 require 4 daily recitations; 11 require 5; 7 require 6; while one requires 8. The length of the recitations vary from 15 to 45 minutes, with an average of about 30 minutes.

With such a variety of requirements, it is impossible to classify and fix standards. Certainly every school is not doing its best for its pupils and community under such varied conditions. If we know anything about the human mind and the ability of teachers and pupils, there must be a more uniform standard to be found somewhere or somehow. The schools of this State are too homogenous in



LAKE BUTLER HIGH SCHOOL BUILDING.



every particular to allow such various and varied standards to play such important parts in their daily workings.

Recitation periods in high schools should not be less than 40 minutes or more than 50 minutes. Good high school work can not be done in shorter recitation periods. The average pupil should be required to prepare and recite work for four such periods per day. If more than four daily recitations are given, pupils should not be required to prepare, outside of the recitation itself, more than four lessons. To force them to attempt to prepare for more than four recitations per day, is certain to result in hurried and superficial work.

Buildings.—Today every one of the our Senior High Schools, except 5 are conducted in fine, modern brick or concrete buildings. Of these 5 that are not thus housed, 3, Bradentown, Ocala and Palatka, have already provided for funds for the immediate erection of buildings each of which will cost from \$20,000 to \$30,000. Live Oak has not yet made such a provision, but the Principal writes me that "The Woman's Club is urging along the movement for a new building." Dade City, the fifth school without a new and modern building, is also to make a special effort in the early fall toward securing one immediately.

13 of the 18 irregular Senior High Schools have good modern buildings. Their average cost is about \$14,000. 4 of the remaining 5 have good serviceable buildings. Of the remaining 35 high schools, 7 have good modern brick or concrete structures, while the other 28 have frame buildings. Most of these frame buildings are, however, fairly suitable for the work that is attempted.

Laboratories.—29 of the 30 Senior High Schools have laboratory equipment valued at from \$160 to \$1,800. The average equipment is worth about \$500. Many of the laboratories are especially good. The apparatus has been selected with care, and by people who knew what they

needed for their science work. A few other schools have not been so fortunate in the selection of their material.

Only 7 of the 18 irregular Senior High Schools had any laboratory equipment last year, but this year we find 11 with apparatus. The value of this ranges from \$75 to \$425. 7 of the other 35 high schools have science equipment which ranges in value from \$46 to \$300. A great deal of this is very poor and not at all suited for experimental work.

Science work in high schools can not be done with any satisfaction, or with any profit to the pupil, without proper apparatus for experimentation.

Libraries.—The library facilities of many of our high schools are very good. A majority of the full Senior High Schools have good workable libraries. The number of volumes in each varies from 105 to 1,345, with an average of about 400 to the library. 12 of the 18 irregular schools have libraries with from 30 to 475 volumes in each, with an average of about 200. 22 of the remaining 35 schools have from 16 to 595 volumes, with an average of 150 volumes.

These statistics show up pretty well. In fact, they are much better with reference to many schools than the libraries themselves are. One of the poorest things that many of our schools have is a poor library and its poor accommodations. This should not exist any longer. Good books are now too cheap for any school in Florida to be without a good supply of them. No school can do high school work without the aid of a few books other than the text-books. Every high school can with a little effort supply these books and should by all means do so.

Teaching Force.—There are 58 men in the regular Senior High Schools, and 85 women. All of these save 12 devote all of their time to the high school work. Of this 143 men and women, 78 hold degrees from colleges, and of the remaining number, 43 have attended college or normal school. This leaves 22 who have not had college

or normal school courses. Altogether, this is a fair showing for our best high schools.

In the irregular Senior High Schools, we find 16 men and 16 women. 17 of these hold college degrees, while 6 have attended college or normal school. In the remaining 35 schools, we find 33 men and 18 women. A very few of these have had any college training.

For the year 1910-11, $44\frac{1}{2}\%$ of the high school teachers were men. During 1911-12 there were a little over 47% of the teachers men. This is $2\frac{1}{2}\%$ gain, but it is a gain nevertheless. It is a small gain, but, if it points toward a greater supply of male teachers in the public high schools, it is good and it means more boys in school.

The high school that employs two teachers should employ one man and one woman. In every high school, where both boys and girls are taught, the teaching staff should not be composed of one sex to the exclusion of the other, if it can possibly be avoided.

For teachers to be qualified to instruct pupils of high school grade, they should have completed at least two years in a good standard college, or its equivalent. This, of course, is to be beyond and above the high school which they should have finished before entering college. The requirements of the Association of Colleges and Secondary Schools of the South demand that high school teachers be college graduates, or else they must have taken work equal to that grade, if the high school is to be recognized as a standard high school.

As was noted above, about 100, a little over 44%, of the 226 high school teachers in Florida hold college degrees, while about 50 others have taken some college or normal school work. This leaves 75 who have never taken any college work.

Several of the smaller schools and a few of the larger still feel that a first-grade-certificate teacher is well enough educated to teach all the high school subjects. This is a grave mistake. The first grade certificate does

not pretend to stand for anything save ability to teach in the grammar and primary schools. Even the State certificate does not represent in scholarship, on the part of the one who holds to, more than a high school education. So we see that every teacher in the high schools should have more scholarship than that represented by the State certificate.

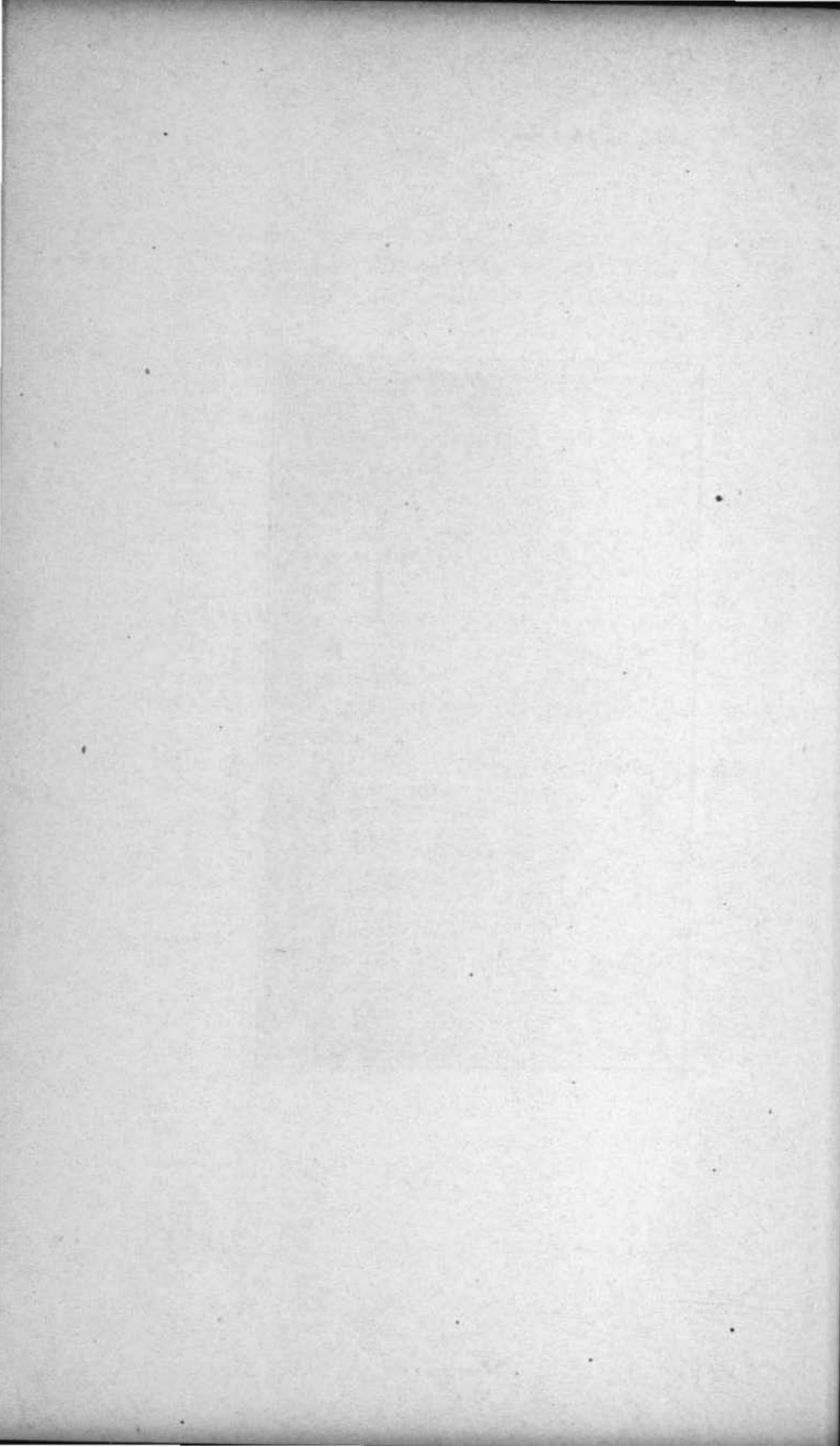
Another existing condition that is crippling the efficiency of many of our high schools, is the annual change made in the teaching force. At least 35 of the 83 high schools in the State had different principals in 1911-12 from those they had in 1910-11. The annual changes among the teachers are much greater than among the principals. I venture the assertion that at least 40 or 50 per cent of all the high school teachers in this State changed schools last year. This is a deplorable condition. No other kind of business would stand for such. An efficient high school system can never be built up and maintained in this manner. The cause for this annual change of teachers should be found and remedied as soon as possible.

Teacher Training in the High School.—The demand for trained teachers is far greater than the supply, and at present, Florida is not meeting this demand as it ought to be met. Since this is true and since from 30 to 50 per cent of the high school graduates of this State, and a great per cent of those who do not graduate, become teachers in the public schools, why not make more effective use of our high schools in training teachers for the rural and graded schools.

As conditions are at present, many high schools in the State provide short review courses for teachers that they may get ready for the county examinations. Far more than this should be undertaken by the high schools. These review courses are too hurried and too short to get the best results. If the high schools would adopt and



ST. PETERSBURG HIGH SCHOOL BUILDING.



follow a two-year teachers' course similar to that suggested below, the crying need for more trained teachers would to a certain extent be overcome.

At the beginning of the third year of the high school, the strictly professional work should begin and should continue for two years. During the first and second years of the high school hurried and helpful reviews of the elementary and grammar school subjects can be given. The third year's work should consist of Classroom Management and Reviews (of certain of the elementary and grammar school subjects) and Methods of Teaching these subjects. In the fourth year, the work should consist of elementary Psychology, Reviews and Methods (like third year) and Observation and Practice Teaching. This observation and practice teaching should be done in the grades under the direction of the best teachers in the school.

Length of School Year and Number of Years in Elementary School.—Almost every high school in Florida has a school year of 32 weeks. There are three that have 36 weeks, and 4 with only 28. All of the States of the South, save the schools of Florida, have, or will soon have, 36 weeks in their school year.

The elementary schools in Florida give eight year's work before the child is allowed to enter the high school. This is not the practice of most of the Southern States, for their elementary schools stop with the seventh year, and, therefore, their pupils complete the high school with the eleventh grade, one year earlier than our pupils.

I believe that, if Florida would lengthen her school year from 32 to 36 weeks, and modify the present course of study by the elimination of the non-essentials, our elementary schools could accomplish in seven years as much as they do now in eight. This could be done with very little, if any, extra expense. It would save one year in the school life of every pupil that goes thru the high

school, and would at the same time have a tendency to cause more pupils to enter the high school.

COURSE OF STUDY.

A great per cent of the Senior High Schools (30 in number) offer both the classical and scientific courses. A few of them allow the pupils to choose the course they prefer. (This is becoming more common each year), but many of them attempt to have all pupils cover both courses. However, the classical course is the one most stressed at this time. The same may be said of the irregular 4-year (8 in number) high schools. In these irregular schools the work in science is weak as compared with that in the classics. Usually only the classical course is offered. The science work is taken *in addition to* the regular classical course.

The three and two-year high schools (35 in number), give almost all of their time to the four subjects, English, History, Mathematics, and Latin, with the stress upon mathematics and Latin. I venture to say that these two subjects receive at least three-fourths of all the efforts of the pupils and teachers in these schools. The science work in the three and two-year schools is usually gotten from text-books without reference to laboratory or field work. Only 7 of these 35 schools have laboratory equipment worth reporting.

Among all the high schools of the State not more than 15 give any attention, whatever, to the study of agriculture.

To get the real conditions before us, the reader must compare this fact with the data of the following table:

Number of Pupils Enrolled in the Various High School Subjects:

Studies	1910-11	1911-12
English Grammar	970	1131
English Composition	1234	1510

Studies	1910-11	1911-12
Rhetoric and Composition	956	1178
English Literature	397	637
American Literature	539	443
Advanced Arithmetic	748	809
Algebra	1708	2491
Plane Geometry	427	653
Plane Trigonometry	133	199
Solid Geometry	130	154
Physical Geography	454	897
Physics	397	479
Chemistry	131	213
Botany	465	630
Zoology	444	580
Agriculture	204	196
General History	1301	1409
English History	916	863
American History	198	250
Civics	209	290
Latin	2398	2586
German	113	108
French	144	57
Spanish	77	102
Business Course	161	158
Miscellaneous—Including Ethics,		
Drawing, Music, Manual Training,		
Domestic Science and Spelling		
	467	408
Total Number of Pupils	3235	3685

In this table we notice that out of 3685 pupils, total enrollment, 2586 are studying Latin, 2481 Algebra, while only 196 are taking Agriculture and 158 a business course. 70% of total enrollment are taking Latin, while 5% are taking Agriculture. For the year 1910-11, it stood thus: Latin 74%, Agriculture 6%.

There are only 5 high schools, Jacksonville, Tampa,

Manatee, St. Petersburg and Pensacola, that offer any form of industrial (not including Agriculture) or manual work. 2 of these offer Domestic Science only, 1 Manual Training, while 2 give Manual Training and Domestic Science.

I have not found a high school in Florida that offers the scientific course only or a good practical course only. Custom is hard to break away from, and it seems that Florida high schools and elementary schools too, find it difficult to realize that the newer and more practical studies educate, when well taught, as surely and as thoroughly as the older subjects. They not only educate, but they give practical facts and ideas that the world is today demanding of our boys and girls.

Those schools that have introduced these practical courses find that more pupils are held in school, that more interest is added to all other studies and that the communities are interested more than ever in their high schools.

When this State fully realizes that only 6% or 7% of those who enter the high schools graduate, while only 2% or 3% enter college, it will demand that our courses of study be made to suit the great majority of students and not the few.

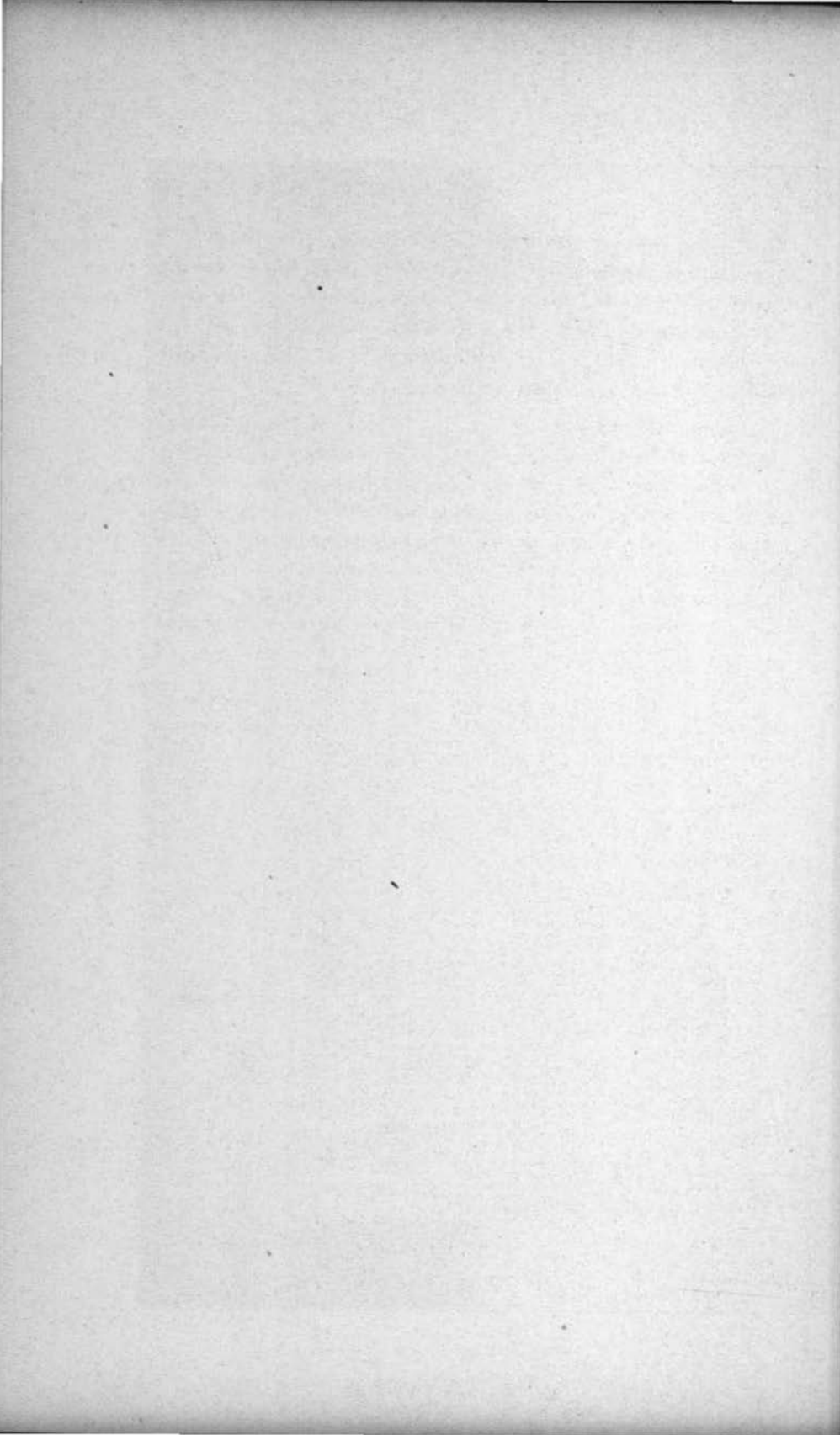
The following table shows the actual conditions:

Number of Graduates and Number of Those Who Attend Colleges

Graduates			Graduates		
1909-10			1910-11		
Boys	Girls	Total	Boys	Girls	Total
89	147	236	90	156	246
Attended College			Attended College		
Boys	Girls	Total	Boys	Girls	Total
48	53	101	34	41	75



HILLSBORO COUNTY HIGH SCHOOL BUILDING.



Of the total enrollment (1909-10) a little over 7% graduated, while about 3% entered college the following year. In 1910-11, about 6½% graduated and a little over 2% entered college the following year. 43% of the graduates (1909-10) entered college. 30% of the graduates (1910-11) entered college.

From the above dry statistics, we learn that the high schools of Florida have not yet paid any significant attention to the training of their pupils in those things that make directly toward the industrial and practical. They are still endeavoring to educate the professional men and women alone. They are not giving any attention whatever, to the special training of the great masses who leave school before they enter the fourth year of the high school.

Number of Pupils in Different Years.

Year	First Year	Second Year	Third Year	Fourth Year	Total
1909-10	1412	826	436	360	3034
1910-11	1218	789	406	270	*3235
1911-12	1650	971	546	343	**3685

*7 schools with 552 pupils not reported by years included in total.

**8 schools with 175 pupils not reported by years included in total.

Number of Boys and Girls in Different Years.

YEAR.	Boys, 1st Year.	Girls, 1st Year.	Boys, 2d Year.	Girls, 2d Year.	Boys, 3d Year.	Girls, 3d Year.	Boys, 4th Year.	Girls, 4th Year.	Total Boys.	Total Girls.	Grand Total
1909-10 ..	625	787	322	504	152	284	146	214	1245	1789	3034
1910-11 ..	520	698	298	491	153	253	86	184	1057	1626	*3235
1911-12 ..	696	954	362	609	136	350	124	219	1378	2132	**3685

*552 pupils here included not reported by sexes.

**175 pupils here included not reported by sexes.

In this table we find that about 47% of all the pupils are in the first year: 27% in the second, 15% in the third year and a little over 9% in the fourth. Now, since most of those pupils who drop out of school before they enter the fourth year, and at least 50% of those who graduate, never enter college, it is nothing but just that the high schools provide courses of study especially suited to the needs of the great majority of their boys and girls.

Something like the following is recommended:

A Suggested Course of Study.

First Year.		Third Year.	
English	4	English	4
Algebra (Practical)	4	Foreign Language	5
Manual Training and		Physics	5
Household Economics..	4	Algebra $\frac{1}{2}$ and Plane	
Geography (Phys. and		Trig. $\frac{1}{2}$	4
Com.)	4	History	3
Commercial Arithmetic..	2		—
Bookkeeping	2		21
Music	1	Fourth Year.	
Drawing	1	English	4
	—	Foreign Language	5
	22	U. S. History and Civics	5
Second Year.		Chemistry or *Reviews..	5
English	4	Ethics	2
Geometry	4		—
Biology	4		21
Agriculture	4		
Ancient History	4		
Music	1		
Drawing	1		
	—		
	22		

*Reviews of Elementary Subjects.

For those schools where the practical in education dominates, in place of history in the second year manual

training and household economics, or commercial arithmetic and bookkeeping may be placed. But where a more liberal training is demanded, the history should remain in the course as outlined.

If music and drawing have been given in the grades, they could be omitted here; except chorus singing. Should they be given, no work outside of class should be required.

It is not claimed that this is the best possible course that could be arranged, for the high school is too young to have worked out to an ideal its course of study—many more years of experimenting and study will be necessary to accomplish this, but, for the following reasons, this course should receive the consideration of school people.

In the first place, this is, in fact, a practical course, and when we fully realize that 75% of the boys and girls who enter the high schools in Florida quit without ever entering the third year, we are convinced that a practical course is what we need. The directly practical for everyone, is put in the first year because 50% of the pupils there drop out of school without going further and enter the practical world.

This course is for all the high school pupils and not merely for the 5 or 10% who are to enter college.

This course, properly handled, will bring the communities to the school and carry the school into the homes of the people. The other courses have not done this as it should be done.

With such a course more pupils will be induced to attend the high school than otherwise would. They will see something in the high school worth while from their point of view.

During the first two years, all of the subjects, save foreign language, that are given in our best high schools, are opened up to the pupils, and thus one of the main purposes of the high school—that of helping the pupil

find in what line his or her talents lean—is realized. The talent or aptitude for language is found out through the study of English.

If the pupil is to attend college after high school is finished, he will find that this course has prepared him to enter the better colleges. Where more than two units of a foreign language are required for entrance, privilege of making up such a deficiency is usually allowed.

The subjects in the course are well arranged psychologically. In each year the mind work and hand work go together and the pupil's interests and welfare are kept as the controlling forces rather than the college entrance requirements.

The objection to this course is that it will require a little more skill on the part of the teacher than the regular course when he has only four subjects as in the present course of study during the day and year. But its great advantages outweigh this objection.

CONFERENCE OF HIGH SCHOOL PRINCIPALS.

From the data contained in this report, especially that contained in the statistics, it will be seen that our high schools have no general standard which all try to follow. To a certain extent each school is a law unto itself and sets its own requirements and standards and suggests its own equipment. Especially is this true of the smaller schools. The inspection of the high schools brought forward also the fact that many high schools have requirements and equipments that all schools should have.

Realizing that such conditions exist and that something should be done to bring about a more efficient and uniform standard in every way in all the schools, it was thought best to call the high school principals together in conference that these things might be gone over and thoroughly discussed. After private consultation with many of the principals of the State, and after many

letters of inquiry to principals as to the advisability of such a conference having been received, in which many principals stated that their school boards would grant them leave of absence and pay their expenses for the trip, the conference was called for April 12 and 13, 1912, at Gainesville.

In response to this call 32 of the leading high school principals assembled in Gainesville on Friday, April 12. Besides these many others, including county superintendents, teachers and friends of education, were present and spent the two days in discussing in a most informal and yet most helpful way, the vital needs of our high schools.

The following subjects were discussed during the day meetings: (1) "The Value of the Lantern in the High School." Leader in the discussion, W. E. Knibloe, Tallahassee. (2) "The Commercial Course in the High School." Leader, W. B. Owen, Miami. (3) "What the Standard High School should be in Florida." Leader, J. M. Williams, St. Petersburg. (4) "Manual Training for the High School." Leader, E. L. Robinson, Tampa. (5) "Note-Taking in the High School." Leader, J. H. Workman, Ocala. (6) "Domestic Science in the High School." Leader, F. A. Hathway, Jacksonville. On Friday night a paper dealing with the present conditions of the Florida high schools was read by the High School Inspector.

After the leader in the discussions of these questions had given his experience with and notion of the question, it was thrown open to the house, and almost every one present asked a question, made a statement, or in some way contributed his or her experience to the discussion of every question. Nothing was formal or in any way stilted, for very one present felt at home and recognized that all were friends who were working for the uplift of the same great cause. All of the work of the conference was of the "give and take" kind where every one was trying to benefit him—or herself by the expe-

riences and notions of others, and at the same time was willing to add what he or she could for the benefit of others.

To show what the general opinion was regarding the conference, I here quote from a few letters from those who attended it.

"Congratulations. The conference was undoubtedly the most successful and will consequently result in more good of a telling kind than any educational gathering in this State in a decade. The State is in debt to you for the conception of the plan to hold such a conference and is also indebted to you and your lieutenants for the excellence of execution." F. A. Hathaway, Principal Duval High School.

"I feel sure that everybody went away from the meeting having gotten new ideas and greater inspiration for work.

"I believe that you have started a custom that will be very helpful in building up the high schools of this State of Florida." Nathan Moss Salley, Professor of Education and Dean of the Normal School, Florida State College for Women.

"I left our conference rather hurriedly last week and did not have an opportunity to say to you what I thought about the conference. I want to say to you now that nothing, since I have been in Florida has happened, which has been so helpful to me and I believe to the cause of education as this conference. I want to congratulate you on your wisdom in calling it, on your skill in conducting it and the good that will surely come of it.

"I was pleased to learn that all the principals whom I talked with agreed with me and were united in a willingness to support you in all your work for the high schools." Ernest L. Robinson, Principal Hillsboro County High School.

"Dr. Knibloe of Tallahassee stated that he had worked in the Florida Educational Association since its beginning

and that he had received more real value from this meeting than from all the meetings of the Educational Association." (Clipped from newspaper report).

The following resolutions were adopted by the Conference: "Be It Resolved by the Conference of High School Principals in session at Gainesville, Fla., April 12, 13, 1912:

"First, That to President A. A. Murphree and the faculty of the University and the Athenaeum Club we extend our hearty thanks for their cordial welcome and uniform courtesy during our session in the University buildings.

"Second, That we express our appreciation to the School Improvement Association and the citizens of Gainesville who have so kindly entertained us in their homes and who provided a delightful automobile ride through and about the city.

"Third, Especially do we express our thanks to Dr. J. A. Thackston for having called this conference, and for his untiring efforts in behalf of our work.

"Fourth, That realizing the advantages of such conferences, we recommend that they be continued, and we pledge to Dr. Thackston our hearty co-operation in his efforts to improve the high schools of the State.

"E. L. ROBINSON,

"W. B. CATE,

"R. M. EVANS,

"Committee."

The following recommendations are made:

I. The State should in some way arrange to appropriate not less than \$50,000 for public schools. (This would do more toward building up an efficient high school system than any other means).

II. There should be at least one full Senior High School in each county, and as many others as are needed.

III. A course of study that would better suit the

average high school pupil and community should be adopted.

IV. This course of study should be of such a nature, and the equipment of such a character, that separate industrial and agricultural schools would not be needed. (For many reasons the regular high schools should not be separate and apart from the special high schools.)

V. A definite standard, a uniform standard if necessary, should be required of all high schools in the State.

VI. Every high school should be required to have sufficient laboratory and library facilities to insure good work.

VII. Every high school teacher should be a graduate of a good standard college or its equivalent, or else he or she should have taken at least two year's college work after graduation from a Senior High School.

HIGH SCHOOL DIRECTORY, 1910-11.

Senior High Schools.

Town.	County.	Name of High School.	Principal.
Arcadia,	DeSoto,	DeSoto County,	W. B. Jones.
Bartow,	Polk,	Summerlin Institute,	B. B. Lane.
Bradentown,	Manatee,	Manatee County,	Geo. H. Boutelle.
Dade City,	Pasco,	Pasco County,	P. W. Corr
Daytona,	Volusia,	Daytona,	J. L. Wright.
DeFuniak Springs,	Walton,	Walton County,	W. E. Bell.
Gainesville,	Alachua,	Gainesville,	W. H. Cassels.
Jacksonville,	Duval,	Duval County,	F. A. Hathaway.
Key West,	Monroe,	Dr. Harris,	M. P. Geiger.
Kissimmee,	Osceola,	Osceola,	R. M. Evans.
Lake City,	Columbia,	Columbia,	J. H. Fuls.
Lakeland,	Polk,	Lakeland,	W. N. Sheats
Leesburg,	Lake,	Leesburg,	J. C. Compton.
Live Oak,	Suwannee,	Suwannee,	L. B. Edwards.
Madison,	Madison,	Madison County,	W. B. Cate.
Miami,	Dade,	Miami,	W. B. Owen, Jr.
Ocala,	Marion,	Ocala,	J. H. Workman.

HIGH SCHOOL DIRECTORY, 1910-11.

Senior High Schools.—(Continued.)

Town.	County.	Name of High School.	Principal.
Orlando,	Orange,	Orlando,	J. W. Simmons.
Palatka,	Putnam,	Putnam,	G. A. Stephens.
Pensacola,	Escambia,	Pensacola,	W. S. Cawthon.
Plant City,	Hillsboro,	Plant City,	Robt. M. Ray.
Quincy,	Gadsden,	Gadsden County,	Asa B. Clark.
Sanford,	Orange,	Sanford,	N. J. Perkins.
St. Augustine,	St. Johns,	St. Augustine,	T. D. Culp.
St. Petersburg,	Hillsboro,	St. Petersburg,	H. K. Coleman, Actng.
Tampa,	Hillsboro,	Hillsboro County,	E. L. Robinson.
Tallahassee,	Leon,	Leon,	W. E. Knibloe.
Wauchula,	DeSoto,	Wauchula,	P. G. Shavers.
West Palm Beach,	Palm Beach,	Palm Beach,	I. I. Himes.

Irregular 4-Year Schools.

Apalachicola,	Franklin,	Chapman,	T. N. Clayton, Mrs.
Brooksville,	Hernando,	Hernando,	Guss Wilder.
Chipley,	Washington,	Chipley,	R. W. VanBrunt.
Clearwater,	Hillsboro,	Clearwater,	D. M. Hollins.

Cocoa,
Crescent City,
Ft. Myers,
Ft. Pierce,
Jasper,
Marianna,
Punta Gorda,
Seabreeze,
Starke,
Waldo,

Brevard,
Putnam,
Lee,
St. Lucie,
Hamilton,
Jackson,
DeSoto,
Volusia,
Bradford,
Alachua,

Cocoa,
Crescent City,
Lee County,
St. Lucie,

Jackson County,
Punta Gorda,
Seabreeze,
Bradford County,
Waldo,

M. L. Neal.

W. L. Osterhoudt.
M. J. Okerlund.

A. E. Riley.
C. A. Keith.
H. E. Wakefield
W. N. Henderson.
M. M. Bryant.

3-Year Schools.

Bronson,
Fernandina,
Ft. Meade,
Graceville,
Inverness,
Lake Butler,
Mulberry,
Roberts,
Titusville,

Levy,
Nassau,
Polk,
Jackson,
Citrus,
Bradford,
Polk,
Escambia,
Brevard,

Bronson,
Fernandina,
Ft. Meade,
Graceville,
Citrus Count,
Lake Butler,
Mulberry,
Roberts,
Titusville,

J. H. Selden.
A. A. Price.
T. J. McBeath.
W. E. Bell.
I. O. Fender.
S. A. Draper.
O. J. Moore.
J. M. Tate.
S. J. Overstreet.

HIGH SCHOOL DIRECTORY, 1910-11.

2-Year Schools.

Town.	County.	Name of High School.	Principal.
Alachua,	Alachua,	Alachua,	E. R. Poppell.
Apopka,	Orange,	Apopka,	E. E. Dart, Miss
Aucilla,	Jefferson,	Aucilla,	E. L. Hendren.
DeLand,	Volusia,	DeLand,	W. W. Hall.
Eustis,	Lake,		
Greenwood,	Jackson,	Greenwood,	D. H. Moore.
Hastings,	Volusia,	Hastings,	Joseph Nash.
High Springs,	Alachua,	High Springs,	A. D. Kean.
Manatee,	Manatee,	Manatee,	H. J. Kendall.
New Smyrna,	Volusia,	New Smyrna,	W. W. Smith.
Palmetto,	Manatee,	Palmetto,	J. R. Helms.
Perry,	Taylor,	Taylor County,	W. C. Stokes.
Sarasota,	Manatee,	Sarasota,	T. W. Yarbrough.
Tarpon Springs,	Hillsboro,	Tarpon Springs,	J. R. Durrance.
Webster,	Sumter,	Sumter County,	Glenn Terrell.

2-Year Schools, Principal Teaches 8th, 9th and 10th Grades.

Archer,	Alachua,	Archer,	C. M. Baldwin, Mrs.
Micanopy,	Alachua,	Micanopy,	H. R. Trusler, Mrs.

Muscogee,
Newberry,
Spring Lake,
Westville,

Escambia,
Alachua,
Hernando,
Holmes,

Muscogee,
Newberry,
Spring Lake,
Westville,

E. G. Vaughn, Miss.
E. H. Collier,
T. J. Poppell.
L. R. Moore.

HIGH SCHOOL DIRECTORY, 1911-12.

Senior High Schools.

Town.	County.	Name of High School.	Principal.
Arcadia,	DeSoto,	DeSoto County,	Guss Wilder.
Bartow,	Polk,	Summerlin Institute,	J. E. Witherspoon.
Bradentown,	Manatee,	Manatee County,	G. H. Boutelle.
Dade City,	Pasco,	Pasco County,	P. W. Corr.
Daytona,	Volusia,	Daytona,	J. L. Wright.
DeFuniak Springs,	Walton,	Walton County,	H. J. Rogers.
Ft. Myers,	Lee,	Andrew D. Guynne Ins.	R. M. Sealey.
Gainesville,	Alachua,	Gainesville,	W. H. Cassels
Jacksonville,	Duval,	Duval County,	F. A. Hathaway.
Key West,	Monroe,	Dr. Harris,	M. P. Geiger.
Kissimmee,	Osceola,	Osceola,	R. M. Evans.
Lake City,	Columbia,	Columbia,	J. H. Fulks.
Lakeland,	Polk,	Lakeland,	Chas. M. Jones.
Leesburg,	Lake,	Leesburg,	A. D. Kean.
Live Oak,	Suwannee,	Suwannee,	L. B. Edwards.
Madison,	Madison,	Madison County,	W. B. Cate
Miami,	Dade,	Miami,	W. B. Owen, Jr.

Ocala,
Orlando,
Palatka,
Pensacola,
Plant City,
Punta Gorda,
Quincy,
Sanford,
St. Augustine,
St. Petersburg,
Tampa,
Tallahassee.
West Palm Beach,

Marion,
Orange,
Putnam,
Escambia,
Hillsboro,
DeSoto,
Gadsden,
Orange,
St. Johns,
Pinellas,
Hillsboro,
Leon,
Palm Beach,

Ocala,
Orlando,
Putnam,
Pensacola,
Plant City,
Punta Gorda,
Gadsden County,
Sanford,
St. Augustine,
St. Petersburg,
Hillsboro County,
Leon,
Palm Beach,

J. H. Workman.
W. S. Coleman.
R. W. VanBrunt.
W. S. Cawthon.
Robt. M. Ray.
J. O. Bickley.
Burton Belcher.
N. J. Perkins.
C. A. Keith.
J. M. Guilliams.
E. L. Robinson.
W. E. Knibloe.
I. I. Himes.

265

Irregular 4-Year Schools.

Apalachicola,
Brooksville,
Chipley,
Clearwater,
Cocoa,
Crescent City,
Ft. Pierce,

Franklin,
Hernando,
Washington,
Pinellas,
Brevard,
Putnam,
St. Lucie,

Chapman,
Hernando,
Chipley,
Clearwater,
Cocoa,
Crescent City,
St. Lucie,

T. N. Clayton, Mrs.
A. A. Price.
E. W. Kennedy.
A. W. Calhoun.
M. L. Neal.
J. H. Selden.
W. M. Morgan.

HIGH SCHOOL DIRECTORY, 1911-12.

Irregular 4-Year Schools.—(Continued.)

Town.	County.	Name of High School.	Principal.
Graceville,	Jackson,	Graceville,	W. E. Bell.
Inverness,	Citrus,	Inverness,	I. O. Fender.
Jasper.	Hamilton,	Jasper,	J. A. Granbery.
Marianna,	Jackson,	Jackson County,	A. E. Riley.
Mulberry,	Polk,	Mulberry,	T. J. McBeath.
Seabreeze,	Volusia,	Seabreeze-D'tona Beach.	D. D. Davis.
Starke,	Bradford,	Bradford County,	B. B. Lane.
Titusville,	Brevard,	Titusville,	E. R. Simmons.
Waldo,	Alachua,	Waldo,	R. O. Williams.
Wauchula,	DeSoto,	Wauchula,	P. G. Shaver.
Webster,	Sumter,	Sumter County,	Glenn Terrell.

3-Year Schools.

Apopka,	Orange,	Apopka,	A. C. Bellows, Miss.
Aucilla,	Jefferson,	Aucilla,	E. L. Hendren.
Bethel,	Jefferson,	Bethel,	E. M. Dearman.
DeLand,	Volusia,	DeLand,	W. W. Hall.

Fernandina,
Green Cove Springs,
Lake Butler,
Monticello,
Perry,
Roberts,

Nassau,
Clay,
Brevard,
Jefferson,
Taylor,
Escambia,

Fernandina,
Clay County,
Lake Butler,
Monticello,
Taylor County,
Roberts,

S. A. Pinholster.

S. A. Draper.

M. J. Okerlund.

J. M. Tate.

2-Year Schools.

Alachua,
Bristol,
Coleman,
Carrabelle,
Eustis,
Ft. Meade,
Hastings,
Manatee,
Mayo,
New Smyrna,
Palmetto,
Sarasota,
Trenton,
Tarpon Springs,

Alachua,
Liberty,
Sumter,
Franklin,
Lake,
Polk,
St. Johns,
Manatee,
Lafayette,
Volusia,
Manatee,
Manatee,
Alachua,
Pinellas,

Alachua,
Bristol,
Coleman,
Carrabelle,
Eustis,
Ft. Meade,
Hastings,
Manatee,
Lafayette County,
New Smyrna,
Palmetto,
Sarasota,
Trenton,
Tarpon Springs,

E. H. Collier.

W. W. Coulette.

R. L. Rodgers.

W. N. Mebane.

R. M. Dorsey.

N. A. Brantley,

H. J. Kendall.

J. R. Monahan.

W. W. Smith.

W. N. Henderson.

J. W. Yarbrough.

T. P. Maynard.

Harry Shaw.

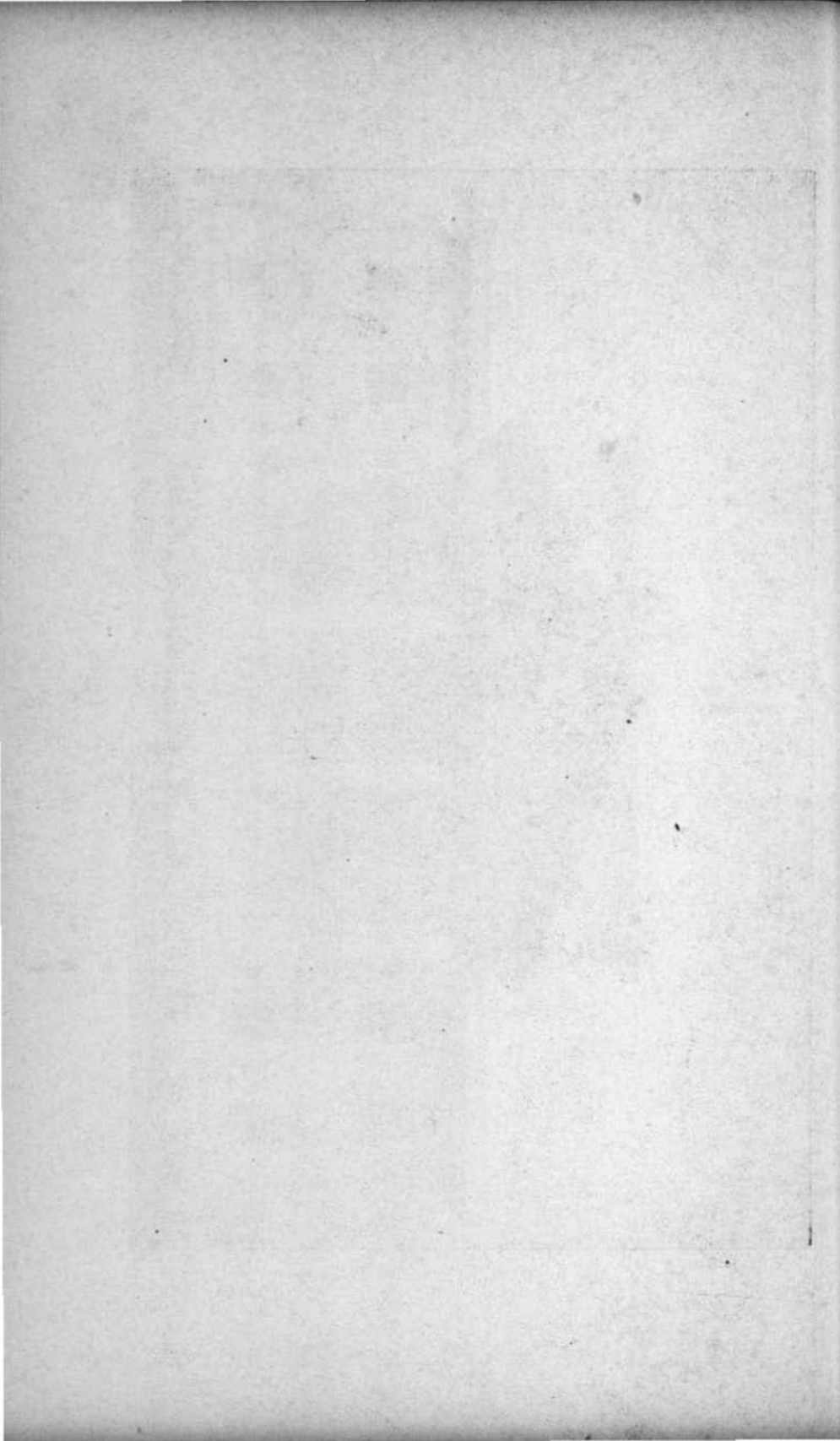
HIGH SCHOOL DIRECTORY, 1911-12.

2-Year Schools, Principal Teaches 8th, 9th and 10th Grades.

Town.	County.	Name of High School.	Principal.
Archer,	Alachua,	Archer,	C. M. Baldwin, Mrs.
Blountstown,	Calhoun,	Blountstown,	
Eau Gallie,	Brevard,	EauGallie,	W. H. Morgan.
Greenwood,	Jackson,	Greenwood,	D. H. Moore.
Floral City,	Citrus,	Floral City,	W. C. Finney.
High Springs,	Alachua,	High Springs,	B. J. Padgett.
Micanopy,	Alachua,	Micanopy,	Edith Hunter, Mrs.
Muscogee,	Escambia,	Muscogee,	E. G. Vaughn, Miss.
Newberry,	Alachua,	Newberry,	W. A. Dopson.
Spring Lake,	Hernando,	Spring Lake,	A. E. Wise.
Wildwood,	Sumter,	Wildwood,	A. M. Roland.
Williston,	Levy,	Williston,	M. D. Martin



OSCEOLA HIGH SCHOOL BUILDING.



HIGH SCHOOL TEACHERS' SALARIES, VALUE OF BUILDINGS, ETC.

1910-11. TOWNS. <i>Senior High Schools.</i>	Salary of Principal.	Average Salary of High School Teachers, Exclusive of Principal.	Value of School Building.	Value of Total Equipments.	Value of Laboratories.	Number of Volumes in Library, Exclusive of Public Documents.
Arcadia	\$ 1,000	\$ 700	\$ 15,000	\$ 2,000	\$ 585	482
Bartow	1,500	626	30,000	.....	.....	.....
Bradentown	1,500	700	6,200	500	700	600
Dade City	1,000	666	6,000	2,000	300	400
Daytona	1,200	600	50,000	.....	375	130
DeFuniak Springs..	1,000	570	20,000	500	450	66
Gainesville	1,200	573	50,000	500	475	218
Jacksonville	2,700	.....	65,000	.....	.....	.....
Key West	1,200	600	50,000	2,000	.....	815
Kissimmee	1,200	560	25,000	3,000	700	258
Lake City	1,400	550	30,000	1,500	525	.....
Lakeland	1,500	620	12,000	3,000	700	346
Leesburg	1,000	520	5,000	700	300	245
Live Oak	1,800	540	10,000	2,000	800	253
Madison	1,500	850	40,000	5,000	300	920
Miami	1,500	656	7,500	2,000	711	115
Ocala	1,400	613	18,000	500	300	800
Orlando	1,600	613	35,000	2,000	200	500
Palatka	1,400	555	5,000	.....	500	41
Pensacola	1,800	848	28,000	.....	.....	.....
Plant City	1,400	740	4,800	600	355	64
Quincy	1,800	558	25,000	5,000	350	1,000
St. Augustine	1,200	533	.....	.....	.....	297
St. Petersburg .....	.....	.....	.....	.....	.....	.....
Sanford	1,600	640	25,000	5,000	1,050	354
Tallahassee	1,500	600	57,000	3,000	225	283
Tampa	1,600	848	6,000	2,000	700	860
Wauchula	1,000	600	18,000	500	475	191
West Palm Beach..	2,000	786	60,000	.....	1,800	397
Totals	\$40,300	.....	\$703,600	\$43,300	\$12,876	9,735
<i>Irregular Senior Schools.</i>						
Apalachicola	\$ 1,000	\$ 460	\$ 4,000	.....	\$ 350	350
Brooksville	1,000	.....	7,500	500	300	175
Chipley	1,000	.....	4,160	.....	.....	25
Clearwater	900	.....	8,000	1,000	.....	112
Cocoa	1,000	.....	9,000	1,000	.....	.....
Crescent City	750	.....	1,200	400	100	192
Ft. Myers	960	.....	2,000	.....	.....	50
Ft. Pierce	1,120	.....	3,000	.....	.....	25
Jasper .....	.....	.....	5,000	.....	.....	.....
Marianna	1,000	.....	25,000	125	.....	.....
Punta Gorda	1,000	.....	14,000	2,500	100	46
Seabreeze	1,080	.....	8,000	1,000	200	165
Starke .....	.....	.....	.....	.....	.....	.....
Waldo	800	.....	4,500	750	250	90
Totals	\$12,650	.....	\$118,160	\$ 7,275	\$ 1,200	1,239

HIGH SCHOOL TEACHERS, ETC.

Senior High Schools.

1910-11.	Number of Teachers.					Teachers with Degrees.	Teachers Having Attended College or Normal School Without Degrees.	Average Length in Minutes Recitation Period.	No. Daily Recitations per Pupil.	No. Daily Recitations per Teacher.	No. Weeks in School Year.
	Men.	Women.	Total.	Whole Time in High School.	Part Time in High School.						
TOWN.											
Arcadia	2	1	3	2	1	2	1	43	5	6	32
Bartow	1	3	4	4	...	2	2	43	4	5 ³ ₄	32
Bradentown	2	1	3	3	...	2	...	42	5	7	32
Dade City	2	2	4	4	...	3	1	45	4	5	32
Daytona	1	3	4	3	1	...	4	35	4 ¹ ₂	7	32
DeFuniak Springs..	1	4	5	4	1	4	1	45	6	6	32
Gainesville	1	3	4	4	...	2	2	40	4	6	32
Jacksonville .....	...	...	13	...	...	...	...	...	...	...	...
Key West	2	2	4	4	...	...	1	50	5	5	32
Kissimmee	1	2	3	3	...	2	1	35	5	7	32
Lake City	1	2	3	3	...	1	2	35	5	7	32
Lakeland	2	3	5	4	1	2	1	45	6	6 ¹ ₂	32
Leesburg	1	2	3	3	...	2	1	50	4 ¹ ₂	5 ¹ ₂	32
Live Oak	1	3	4	4	...	3	1	37	5	8	32
Madison	3	...	4	3	...	1	2	35	...	...	40
Miami	2	4	6	5	1	4	2	50	5	5	32
Ocala	2	2	4	4	...	4	...	43	5	5	32
Orlando	2	2	4	4	...	3	...	45	4	6	32
Palatka	1	2	3	3	...	1	...	42	5	6 ² ₃	32
Pensacola	3	3	6	6	...	2	3	45	4	5	32
Plant City	2	1	3	3	...	3	...	45	5	6	32
Quincy	1	5	6	3	3	5	...	45	5	6	36
St. Augustine	2	3	5	4	1	2	2	...	5	5	32
St. Petersburg	3	4	7	6	1	4	3	45	4	5	32
Sanford	2	3	5	5	...	5	...	35	5 ¹ ₂	7	32
Tallahassee	1	3	4	4	...	2	1	45	4 ¹ ₂	5	32
Tampa	3	5	8	7	1	7	1	45	4	5	32
Wauchula	2	1	3	3	...	3	...	35	5	9	32
West Palm Beach.	2	2	4	4	...	4	...	50	4	5	32
Totals	49	71	120	109	11	75	32	...	...	...	...

HIGH SCHOOL TEACHERS, ETC.

Irregular 4-Year Schools.

1910-11.	Number of Teachers.					Teachers with Degrees.	Teachers Having Attended College or Normal School Without Degrees.	Average Length in Minutes Recitation Period.	No. Daily Recitations per Pupil.	No. Daily Recitations per Teacher.	No. Weeks in School Year.
	Men.	Women.	Total.	Whole time in High School.	Part Time in High School.						
TOWN.											
Apalachicola	3	3	3	3	1	2	40	5	7	32	
Brooksville	1	1	2	2	1	1	30	5	10	32	
Chipley	2	2	2	2	1	1	30	5	10	32	
Clearwater	1	1	2	1	1	2	25	4 $\frac{1}{2}$	9	32	
Cocoa	1	1	2	2	1	2	30	5	10	32	
Crescent City	1	2	3	2	1	2	30	5	7	32	
Ft. Myers	1	1	2	2	2	2	35	5	8 $\frac{1}{2}$	32	
Ft. Pierce	1	2	3	2	1	2	40	4	7	32	
Jasper	1	1	2	2	2	2	30	5	10	32	
Marianna	1	1	2	3	2	2	30	5	10	32	
Punta Gorda	2	2	2	2	1	1	32	5	9	32	
Seabreeze	1	1	2	2	2	2	35	4	10	32	
Starke	1	2	2	2	2	2	30	5	9	32	
Waldo	1	1	2	2	2	2	30	5	9	32	
Totals	15	17	29	19	3	13	10

NUMBER PUPILS IN DIFFERENT GRADES.

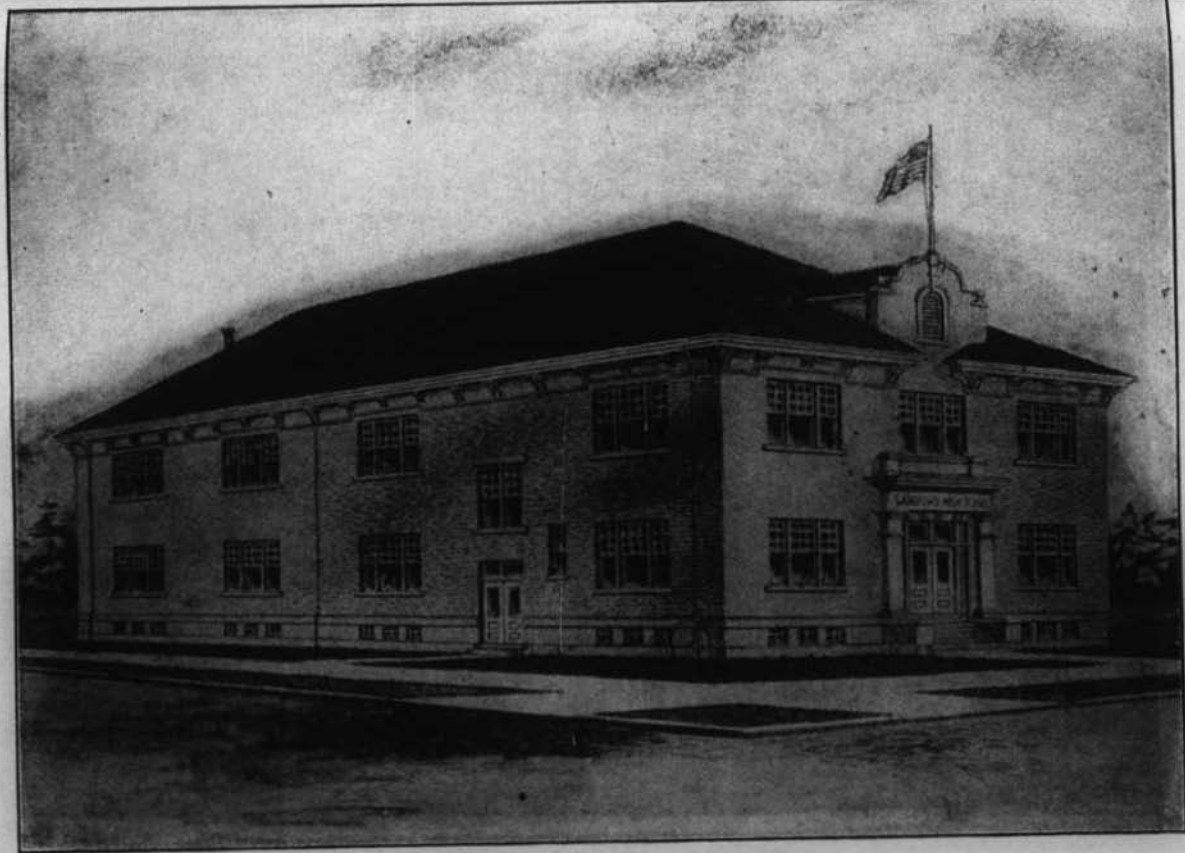
1910-11. Town. <i>Senior High Schools.</i>	No. Pupils in 8th Grade.	No. Boys in 8th Grade.	No. Girls in 8th Grade.	Totals.	No. Boys in 10th Grade.	No. Girls in 10th Grade.	Totals.	No. Boys in 11th Grade.	No. Girls in 11th Grade.	Totals.	No. Boys in 12th Grade.	No. Girls in 12th Grade.	Totals.	Grand Total.	Graduates 1909-10.			
															No. Graduates, Boys.	No. Graduates, Girls.	Attended Coll., Boys.	Attended Coll., Girls.
Arcadia	40	9	10	19	6	7	13	7	7	14	3	5	8	54	3	2	3	2
Bartow	40	23	16	39	15	16	31	6	7	13	6	4	10	93	...	...	...	...
Bradentown	25	10	6	16	5	8	13	3	5	8	4	2	6	43	1	6	...	...
Dade City	28	7	13	20	1	10	11	2	6	8	3	4	7	46	2	...	1	...
Daytona	21	6	10	16	5	12	17	5	10	15	2	3	5	53	1	11	...	2
DeFuniak Springs	34	10	17	27	4	9	13	5	7	12	3	7	10	62	...	2	...	...
Gainesville	60	17	26	43	12	21	33	4	11	15	1	12	13	104	1	4	1	4
Jacksonville .....	...	...	...	...	...	...	...	...	...	...	...	...	...	300 ?	...	...	...	...
Key West	28	6	9	15	3	8	11	2	4	6	...	6	6	38	...	1	...	...
Kissimmee	52	13	15	28	4	9	13	4	6	10	2	4	6	57	...	7	...	4
Lake City	32	16	15	31	3	9	12	3	9	12	1	2	3	58	2	7	2	...
Lakeland	40	9	19	28	10	19	29	9	10	19	1	4	5	81	7	7	1	...
Leesburg .....	...	14	12	26	3	5	8	1	4	5	3	4	7	46	1	3	...	...
Live Oak	37	11	22	33	1	7	8	...	6	6	...	5	5	52	1	7	1	1
Madison	36	10	12	22	3	4	7	2	2	4	4	6	10	43	3	...	2	...
Miami	62	15	21	36	10	19	29	4	8	12	8	8	16	93	5	1	1	1
Ocala	40	6	23	29	9	9	18	10	10	20	6	2	8	75	7	8	6	3
Orlando	50	10	17	27	5	12	17	5	6	11	5	11	16	71	8	6	5	1

NUMBER PUPILS IN DIFFERENT GRADES.—Continued

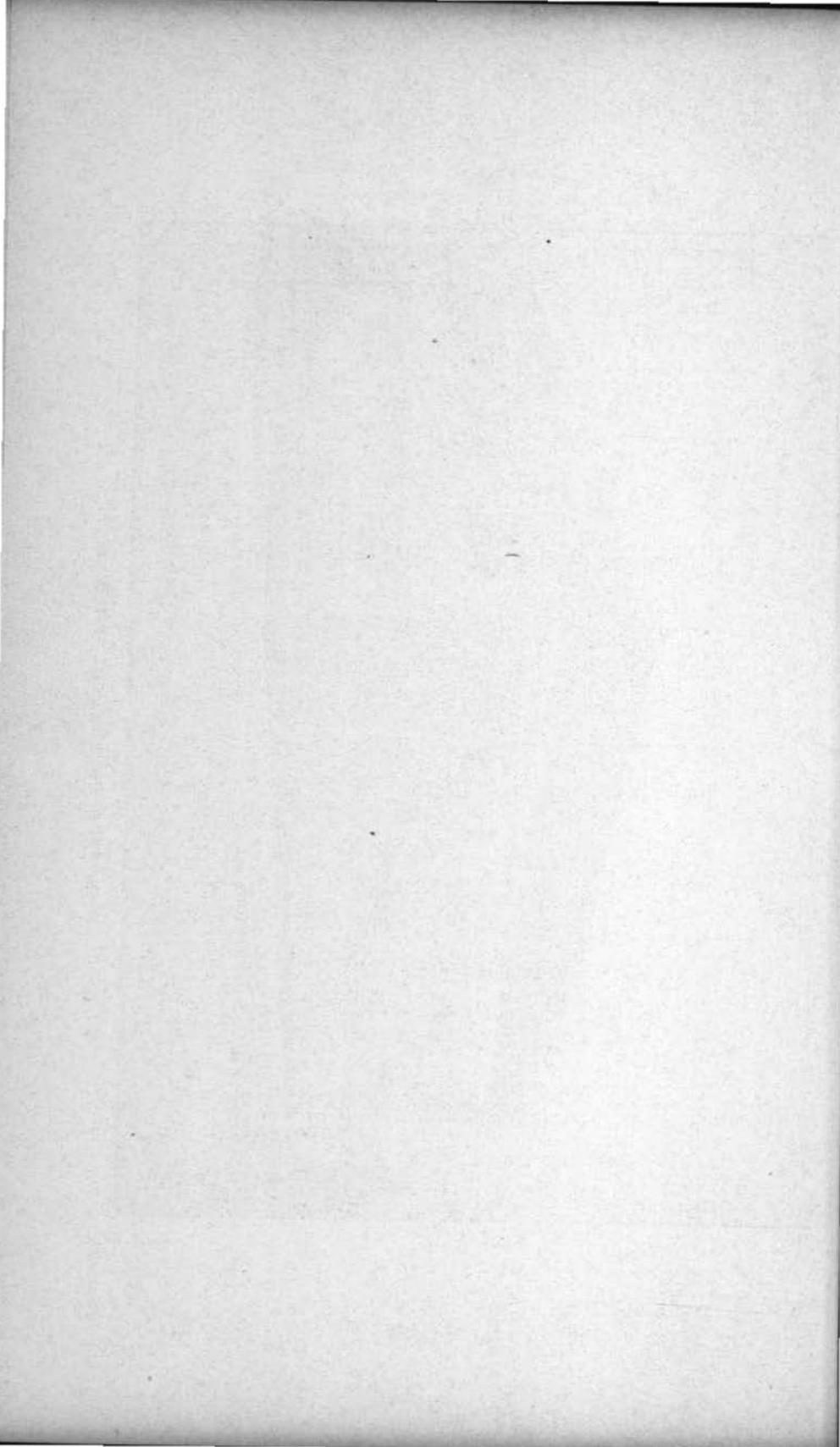
1910-11. Town. <i>Senior High Schools.</i>	No. Pupils in 8th Grade.	No. Boys in 9th Grade.	No. Girls in 9th Grade.	Totals.	No. Boys in 10th Grade.	No. Girls in 10th Grade.	Totals.	No. Boys in 11th Grade.	No. Girls in 11th Grade.	Totals.	No. Boys in 12th Grade.	No. Girls in 12th Grade.	Totals.	Grand Total.	Graduates 1909-10.			
															No. Graduates, Boys.	No. Graduates, Girls.	Attended Coll., Boys.	Attended Coll., Girls.
Palatka	28	13	8	21	11	5	16	3	1	4	3	8	11	52	5	6	3	1
Pensacola	24	59	83	11	23	34	4	10	14	2	7	9	140	3	6	1	4	
Plant City	39	16	15	31	11	12	23	6	12	18	1	10	11	83	5	5	2	2
Quincy	22													55	2	4	1	3
Sanford	54	14	32	46	6	11	17	6	8	14	7	7	14	91	1	4		1
St. Augustine		15	14	29	9	10	19	3	8	11	3	5	8	67		6		3
St. Petersburg														122				
Tampa		52	58	110	30	45	75	22	28	50	9	21	30	265	11	22	8	7
Tallahassee	25	9	8	17	3	11	14	4		4		4	4	39	6	4	5	4
Wauchula	31	7	13	20	6	2	8	1	3	4		3	3	35	3	2	2	
West Palm Beach.....	16	8	7	15	2	6	8	3	4	7	2	2	4	34	2	2	1	
Totals	840	350	477	827	188	299	487	124	192	316	79	156	235	2342	80	135	44	45

NUMBER PUPILS IN DIFFERENT GRADES.—Continued

1910-11. Town. <i>Irregular 4-Year Schools</i>	No. Pupils in 8th Grade.	No. Boys in 9th Grade.	No. Girls in 9th Grade.	Totals.	No. Boys in 10th Grade.	No. Girls in 10th Grade.	Totals.	No. Boys in 11th Grade.	No. Girls in 11th Grade.	Totals.	No. Boys in 12th Grade.	No. Girls in 12th Grade.	Totals.	Grand Total.	Graduates 1909-10.			
															No. Graduates, Boys.	No. Graduates, Girls.	Attended Coll., Boys.	Attended Coll., Girls.
Apalachicola	16	6	9	15	1	5	6	1	3	4	....	3	3	28	....	2	....	2
Brooksville	14	5	10	15	7	7	14	1	3	4	1	3	4	37	4	....	1	....
Chipley	21	2	6	8	1	4	5	1	....	1	....	3	3	17	....	....	....	....
Clearwater	29	8	11	19	3	9	12	....	5	5	....	4	4	40	....	3	....	....
Cocoa	8	7	8	15	....	5	5	5	....	5	1	1	2	27	....	....	....	....
Crescent City .....	....	4	5	9	2	2	4	1	3	4	2	1	3	20	....	3	....	2
Ft. Myers	15	8	7	15	6	8	14	....	4	4	1	3	4	37	....	....	....	....
Ft. Pierce	18	4	7	11	6	6	12	2	3	5	1	1	2	30	....	....	....	....
Jasper .....	....	....	....	....	....	....	....	....	....	....	....	....	....	16 ?	....	....	....	....
Marianna	14	8	10	18	3	7	10	1	3	4	1	3	4	36	2	1	2	1
Punta Gorda	16	6	5	11	5	5	10	3	4	7	....	1	1	29	....	1	....	1
Seabreeze	6	3	11	14	2	2	4	1	1	2	....	2	2	22	....	2	....	2
Starke .....	....	....	....	....	....	....	....	....	....	....	....	....	....	30 ?	....	....	....	....
Waldo	5	3	5	8	1	5	6	2	4	6	....	3	3	23	3	....	1	....
Totals	162	64	94	158	37	65	102	18	33	51	7	28	35	392	9	12	4	8



SANFORD HIGH SCHOOL BUILDING.



NUMBER STUDENTS ENROLLED IN THE VARIOUS HIGH SCHOOL STUDIES.

1910-11.	Town.	English Grammar.	English Composition.	Rhetoric and Composition.	English Literature.	American Literature.	Advanced Arithmetic.	Algebra.	Plane Geometry.	Plane Trigonometry.	Physical Geography.	Physics.	Chemistry.	Botany.	Zoology.	General History.	English History.	American History.	Civics.	Latin.	German.	French.	Spanish.	Business Course.	Miscellaneous.	Total Enrollment.	Solid Geometry.	Agriculture.
Arcadia	19	19	13	14	8	19	32	14	8	19	14	...	...	...	...	27	19	8	8	54	...	...	...	...	8	54	...	...
Bartow	39	31	23	10	13	39	70	13	10	31	4	14	7	...	...	31	39	...	...	40	...	23	...	...	93	93	13	...
Bradentown ..	15	15	21	8	8	42	28	8	...	15	8	6	...	13	...	28	8	6	8	42	...	...	...	6	...	43	8	...
Dade City	11	31	15	7	8	31	31	8	7	11	6	...	11	20	...	11	20	6	8	41	2	11	...	...	11	46	...	...
Daytona .....	...	...	32	16	3	...	42	3	...	6	12	2	12	12	...	35	17	3	...	25	10	6	...	...	...	53	5	...
DeFuniak Sps.	24	12	...	...	...	36	36	12	...	24	12	10	12	12	...	36	12	24	10	34	...	...	...	...	24	62	12	24
Gainesville ...	43	76	47	28	28	...	78	16	...	9	13	...	11	11	...	33	42	10	10	80	...	8	...	...	41	104	...	...
Jacksonville ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	225	?	...	...	...	300	?	...	...
Key West .....	...	38	11	6	...	...	26	6	...	11	6	6	15	15	...	17	15	...	...	38	...	...	...	...	...	38	...	...
Kissimmee ...	28	...	13	10	6	28	13	10	6	13	16	5	10	10	...	41	28	6	10	53	...	...	...	4	...	57	...	...
Lake City .....	...	...	...	...	...	...	41	10	...	48	10	3	10	10	...	40	10	3	28	50	...	...	...	...	...	58	...	50
Lakeland	28	28	29	5	17	81	57	17	5	41	17	...	10	10	...	29	28	5	5	40	...	...	...	...	4	81	...	...
Leesburg	19	19	12	12	10	7	18	20	10	9	...	...	...	...	...	13	19	...	...	29	?	...	7	...	...	46	...	...
Live Oak	33	33	8	5	6	5	31	6	...	2	6	5	33	33	...	14	33	5	5	49	...	...	...	...	...	52	...	...
Madison	35	...	16	10	10	...	...	5	4	...	5	...	...	...	...	...	...	...	...	39	...	...	...	...	...	43	...	...

NUMBER STUDENTS ENROLLED IN THE VARIOUS HIGH SCHOOL STUDIES—(Continued.)

1910-11.	Town.																										
Senior High Schools.	English Grammar.	English Composition.	Rhetoric and Composition.	English Literature.	American Literature.	Advanced Arithmetic.	Algebra.	Plane Geometry.	Plane Trigonometry.	Physical Geography.	Physics.	Chemistry.	Botany.	Zoology.	General History.	English History.	American History.	Civics.	Latin.	German.	French.	Spanish.	Business Course.	Miscellaneous.	Total Enrollment.	Solid Geometry.	Agriculture.
Miami .....	...	...	49	14	11	17	49	12	13	4	13	12	4	4	22	26	13	13	60	8	16	...	17	...	93	14	...
Ocala	23	18	19	8	18	...	42	19	...	26	19	...	18	18	42	19	7	...	71	...	27	...	...	...	75	7	...
Orlando .....	...	70	43	20	23	23	43	11	...	50	11	...	16	16	43	20	...	...	70	11	...	...	...	70	71	27	...
Palatka	21	21	16	11	4	21	37	4	...	16	4	...	21	...	16	21	12	4	52	...	...	...	...	...	52	...	...
Pensacola	33	92	13	9	13	27	...	...	...	80	...	22	33	...	44	...	9	9	65	...	11	...	46	...	140	...	...
Plant City	29	23	18	12	12	12	54	18	11	23	18	...	31	31	31	23	11	...	72	15	...	7	...	83	...	...
Quincy	18	18	16	11	3	18	32	11	3	...	11	...	...	...	27	18	3	3	40	...	...	...	55	...	55	...	...
St. Augustine ..	25	29	12	6	11	...	35	9	...	20	9	7	7	15	35	9	...	8	57	...	...	18	6	...	67	...	15
St. Petersburg ..	...	38	33	25	122	12	32	28	11	...	8	4	...	...	28	24	11	...	67	18	...	10	18	61	122	...	...
Sanford	43	91	64	21	18	...	66	28	16	44	26	10	26	26	51	17	...	...	91	38	...	...	...	91	91	16	...
Tallahassee ..	17	17	13	8	8	...	30	4	3	6	4	2	6	6	17	13	4	4	28	...	17	...	...	2	39	3	...
Tampa	109	125	125	71	75	...	109	71	9	...	50	15	...	27	185	75	30	30	202	11	...	42	...	...	265	9	...
Wauchula	20	20	12	40	3	20	28	4	3	20	4	...	8	8	8	20	3	3	35	...	...	...	...	...	35	...	...
W. Palm Beach ..	...	12	17	4	...	...	23	10	...	...	...	5	15	15	...	...	2	2	29	...	18	...	...	...	34	10	...
Totals	632	838	717	476	489	438	1093	377	119	528	306	128	316	312	1004	675	181	168	1790	113	144	77	148	409	2342	124	93

*Irregular 4-Year
Schools.*

Apalachicola .	14	6	4	28	...	14	27	3	...	6	...	...	...	24	...	3	3	27	...	...	...	...	28	...	3
Brooksville . . .	...	...	...	...	...	...	24	4	...	8	4	...	8	8	8	16	4	...	32	...	...	...	37	...	...
Chipley	17	17	17	3	3	9	15	1	...	9	3	...	...	8	9	...	...	17	...	...	6	...	17	...	...
Clearwater . . .	40	31	9	4	5	...	31	5	...	19	5	...	4	...	12	19	...	20	40	...	...	...	40	...	19
Cocoa . . . . .	...	...	...	...	...	...	...	11	...	11	...	...	...	...	...	...	...	...	15	...	...	...	27	...	...
Crescent City . .	...	13	7	9	11	9	13	4	3	4	4	...	4	...	4	9	...	7	20	...	...	...	20	...	...
Ft. Myers	18	14	14	14	14	18	18	4	4	34	4	...	...	14	18	...	4	32	...	...	8	...	37	3	...
Ft. Pierce	19	11	11	4	1	...	23	5	1	...	4	...	...	11	10	...	...	20	...	...	7	...	30	...	...
Jasper . . . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16 ?	...	...	
Marianna . . . .	...	18	9	4	4	18	29	4	...	18	4	3	10	10	10	18	4	4	35	...	...	...	36	...	18
Punta Gorda . .	10	10	10	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	29	3	...	
Seabreeze . . . .	...	...	9	2	3	...	18	2	3	7	2	...	4	4	14	4	3	...	12	...	...	4	22	...	...
Starke . . . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	30 ?	...	...	
Waldo	9	16	7	9	9	3	16	9	3	7	8	...	22	22	9	7	3	3	22	...	...	...	23	...	...
Totals	127	136	95	84	50	71	214	52	14	123	38	3	52	44	114	110	17	41	272	8	13	4	392	6	40

**Part I.—NUMBER OF PUPILS, TEACHERS; VALUE OF BUILDINGS, ETC.
3-Year Schools.**

1910-11.	TOWN.	No. Pupils in 8th Grade.	No. Boys in 8th Grade.	No. Girls in 8th Grade.	No. Boys in 9th Grade.	No. Girls in 9th Grade.	No. Boys in 10th Grade.	No. Girls in 10th Grade.	No. Boys in 11th Grade.	No. Girls in 11th Grade.	Total High School Pupils.	Number of Teachers.			
												Men.	Women.	Whole Time in High School.	Part Time in High School.
Bronson		7	5	5	4	6	3	5	28	1	1	1	1	1	1
Fernandina		7	1	4	1	2	..	3	11	1	1	1	1	1	2
Ft. Meade		32	6	8	1	..	..	2	17	1	1	1	1	1	1
Graceville		25	4	10	4	10	2	1	31	1	1	1	2	1	1
Inverness		16	1	1	1	1	1	1
Lake Butler		9	5	3	3	5	1	4	21	1	1	1	1	1	1
Mulberry		..	2	4	3	5	1	3	18	1	2	2	1	1	1
Roberts		10	3	4	3	4	4	6	24	1	1	1	1	1	1
Titusville		..	3	2	..	4	..	4	13	1	1	1	1	1	2
Totals		90	29	40	19	36	11	28	179	9	8	9	8	8	8

2-Year Schools.

Alachua	..	4	5	5	2	..	..	16	1	..	1	1	1	1	1
Apopka	7	5	5	4	2	..	..	16	..	2	1	1	1	1	1
Aucilla	..	10	7	1	5	..	..	23	1	..	1	1	1	1	1
DeLand	28	11	17	11	18	..	..	57	1	2	3	1	1	1	1
Eustis	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Greenwood	8	3	8	3	2	..	..	16	1	..	1	1	1	1	1
Hastings	..	4	2	2	4	..	..	12	1	..	1	1	1	1	1
High Springs	..	1	2	..	4	..	..	7	1	..	1	1	1	1	1
Manatee	5	1	3	2	13	..	..	19	1	1	1	1	1	1	1
New Smyrna	12	5	6	4	..	..	..	15	1	..	1	1	1	1	1
Palmetto	3	1	8	4	9	..	..	22	1	1	1	1	1	1	1
Perry	..	6	..	4	4	..	..	14	1	..	1	1	1	1	1
Sarasota	..	2	6	2	2	..	..	12	1	1	1	1	1	1	1
Tarpon Springs	..	..	..	..	..	..	..	13	1	..	1	1	1	1	1
Webster	10	5	3	2	7	..	..	17	1	2	1	1	1	1	2
Totals	73	58	72	44	72	..	..	259	13	9	15	7	7	7	7

2-Year Schools, Principal Teaches 8, 9 and 10th Grades.

Archer	12	1	3	2	5	..	..	11	..	1	1	1	1	1	1
Micanopy	..	3	2	2	7	..	..	14	..	1	1	1	1	1	1
Muscogee	..	..	..	..	..	..	..	..	..	1	1	1	1	1	1
Newberry	..	5	2	1	..	..	..	8	1	..	1	1	1	1	1
Spring Lake	..	1	3	3	4	..	..	11	1	..	1	1	1	1	1
Westville	14	9	5	2	3	..	..	19	1	..	1	1	1	1	1
Totals	26	19	15	10	19	..	..	63	3	3	5	5	5	5	5

Part II.—NUMBER OF PUPILS, TEACHERS; VALUE OF BUILDINGS, ETC.

3-Year Schools.

1910-11.	Average Length in Minutes in Recitation Period.	No. Daily Recitations per Pupl.	No. Daily Recitations per Teacher.	No. Weeks in School Year.	Salary of Principal.	Value of Building.	No. Volumes in Library, Exclusive of Pub. Documents.	Value of Laboratories.
TOWN.								
Bronson	30	5	11	28	\$ 900	\$ 3,000	53	\$ 20
Fernandina	30	7	12	32	1,000	12,000	100	....
Ft. Meade	25	5	12	32	1,120	1,000	....	....
Graceville	45	5	10	32	1,000	1,500	....	....
Inverness .....	....	....	....	....	850	3,000	....	....
Lake Butler	30	5	14	32	1,000	12,000	218	40
Mulberry	25	....	....	32	1,040	12,000	9	....
Roberts	20	5	10	40	840	2,000	116	....
Titusville	25	5	12	32	880	2,500	284	....
Totals .....	....	....	....	....	\$ 8,630	\$49,000	780	\$ 60

2-Year Schools.

Alachua	30	5	10	32	\$ 800	\$ 5,000	20	....
Apopka	40	5	12	32	800	5,000	....	....
Aucilla	20	5	10	32	720	2,500	197	....
DeLand	45	4	5	32	1,500	....	556	150
Eustis .....	....	....	....	....	....	....	....	....
Greenwood	30	6	20	32	600	1,500	....	....
Hastings	25	5	....	32	600	5,000	....	....
High Springs	30	4	10	32	800	....	85	....
Manatee	30	5	7	32	800	3,000	35	60
New Smyrna	30	6	9	32	1,000	....	20	....
Palmetto .....	....	5	12	32	800	....	42	....
Perry	30	6	10	32	1,000	15,000	....	....
Sarasota	40	5	8	32	1,000	....	129	....
Tarpon Springs	30	....	....	....	900	900	16	....
Webster	45	5	9	40	1,000	400	457	50
Totals .....	....	....	....	....	\$12,320	\$38,400	1557	\$260

2-Year Schools, Principal Teaches 8, 9 and 10th Grades.

Archer	20	5	....	32	680	2,000	....	....
Micanopy	30	....	....	32	680	3,700	41	....
Muscogee .....	....	....	....	....	....	3,000	....	....
Newberry	20	6	....	32	800	....	....	....
Spring Lake	20	6	20	32	800	1,800	98	....
Westville	22	6	6	32	640	1,500	20	....
Totals .....	....	....	....	....	\$ 3,600	\$12,000	159	....

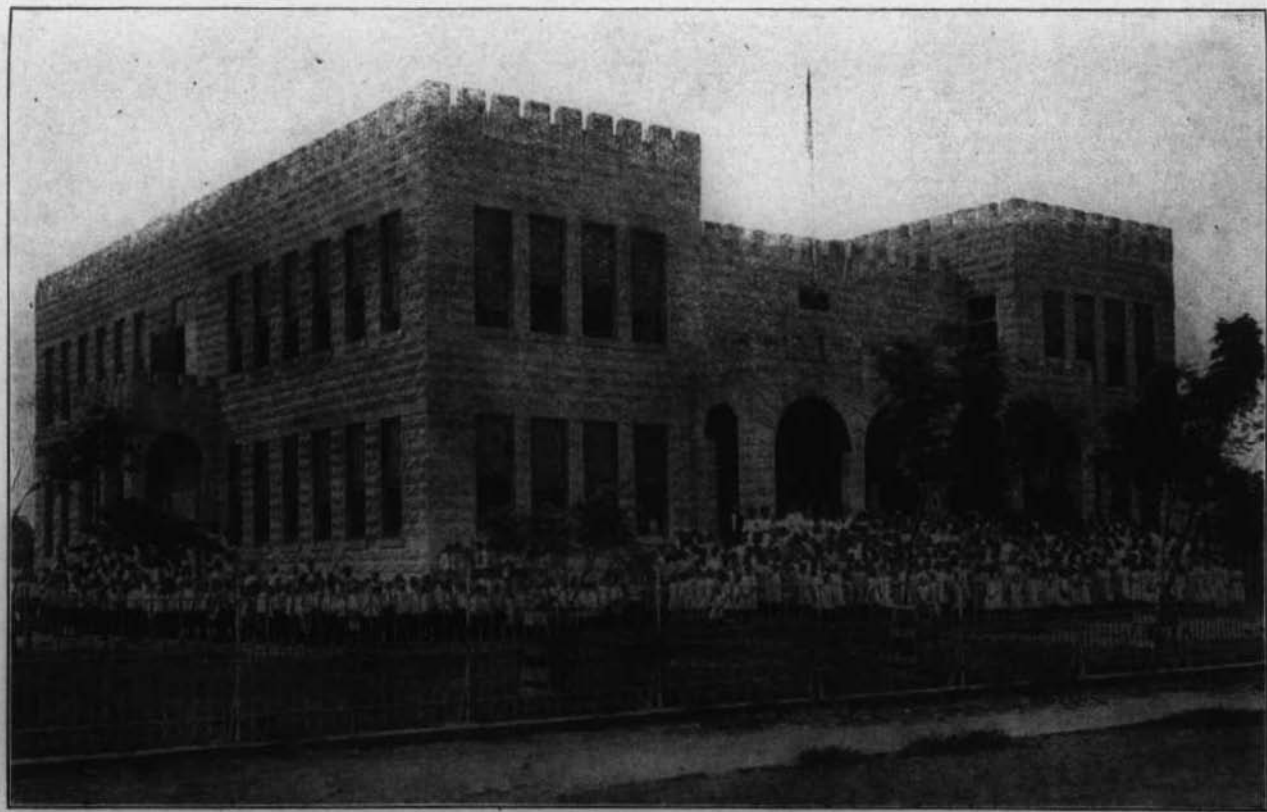
NUMBER OF PUPILS ENROLLED IN HIGH SCHOOL SUBJECTS.

3-Year Schools.

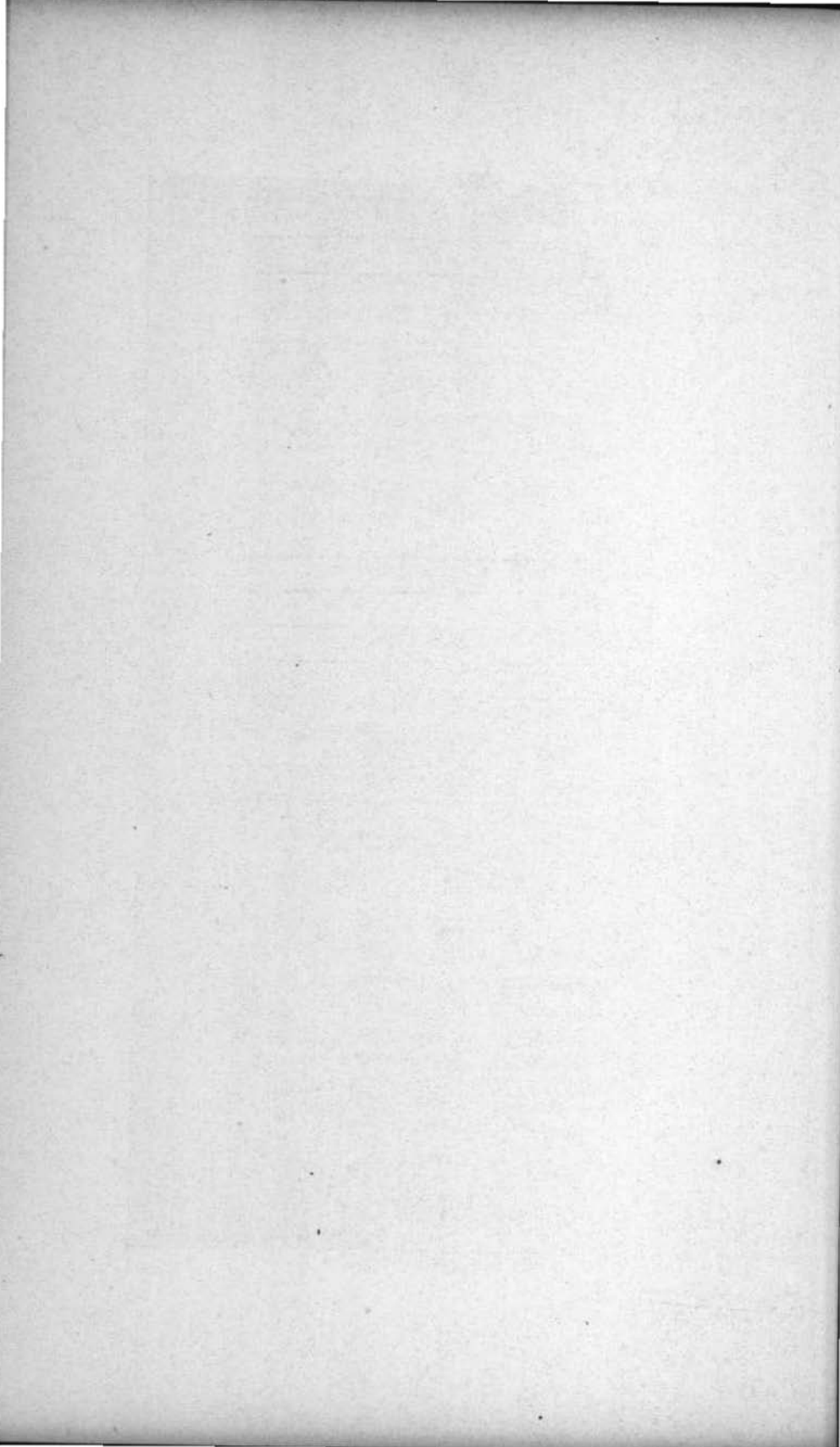
1910-11.																			
Town.	English Grammar.	English Composition.	Rhetoric.	English Literature.	Advanced Arithmetic.	Algebra.	Plane Geometry.	Physical Geography.	Physics.	Botany.	Zoology.	General History.	English History.	Latin.	Business Course.	Agriculture.	Miscellaneous.	Total Enrollment.	
Bronson	9	9	9	4	11	25	9	...	...	...	...	10	7	28	...	13	...	28
Fernandina	...	...	3	3	8	8	3	5	3	3	3	...	...	11	...	5	...	11
Ft. Meade	14	14	2	...	...	14	3	...	2	...	...	1	14	17	...	...	...	17
Graceville	10	13	...	3	14	20	3	14	3	10	10	13	14	27	...	14	...	31	
Inverness	16	6	...	...	10	16	5	10	6	6	...	...	...	...	...	...	...	16
Lake Butler	6	6	5	5	6	11	7	6	...	5	5	10	...	21	...	...	...	21
Mulberry	15	6	8	8	6	14	4	9	4	...	...	9	6	18	...	...	6	18
Roberts	15	7	3	3	7	7	7	3	...	...	...	7	...	24	...	...	...	24
Titusville	...	5	4	4	...	9	4	5	4	4	4	5	4	13	...	...	...	13
Totals	85	66	38	30	58	124	45	56	25	28	22	55	45	159	...	32	6	179	

Two-Year Schools.

Alachua	12	6	6	...	10	16	...	...	...	8	8	...	16	16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16
Apopka	...	16	16	...	10	16	6	...	...	6	...	16	...	16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16
Aucilla	11	...	11	...	11	23	...	11	11	...	...	...	...	23	...	11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	23
DeLand	...	56	...	...	...	56	...	6	...	8	8	53	27	36	...	...	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	57



KEY WEST HIGH SCHOOL BUILDING.



NUMBER OF PUPILS ENROLLED IN HIGH SCHOOL SUBJECTS.

2-Year Schools—(Continued.)

1910-11.																			
Town.		English Grammar.	English Composition.	Rhetoric.	English Literature.	Advanced Arithmetic.	Algebra.	Plane Geometry.	Physical Geography.	Physics.	Botany.	Zoology.	General History.	English History.	Latin.	Business Course.	Agriculture.	Miscellaneous.	Total Enrollment.
Eustis	.....	11	11	11	2	11	11	2	11	2	2	2	2	11	16	.....	11	.....	16
Greenwood	.....	12	12	.....	.....	12	12	.....	.....	.....	6	.....	.....	.....	5	.....	.....	4	12
Hastings	.....	5	5	2	.....	.....	4	.....	.....	.....	.....	2	4	2	5	.....	.....	4	7
High Springs	.....	11	5	5	.....	16	16	.....	11	.....	5	5	16	.....	6	.....	.....	8	19
Manatee	.....	.....	15	15	.....	.....	15	.....	.....	.....	4	4	.....	15	15	.....	.....	.....	15
New Smyrna	.....	9	15	6	.....	22	22	.....	9	.....	.....	13	9	13	22	.....	13	.....	22
Palmetto	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12
Perry	.....	8	4	.....	.....	12	12	.....	.....	.....	.....	.....	.....	.....	12	.....	4	.....	12
Sarasota	.....	.....	5	8	.....	13	13	.....	.....	.....	.....	.....	13	.....	13	.....	.....	.....	13
Tarpon Springs	.....	15	10	10	5	15	15	4	.....	4	15	15	10	7	7	.....	.....	.....	17
Webster	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals	.....	94	160	91	7	132	231	12	47	17	54	57	123	75	137	...	39	23	259

NUMBER OF PUPILS ENROLLED IN HIGH SCHOOL SUBJECTS.

2-Year Schools; Principal Teaches 8, 9 and 10th Grades.

1910-11.		Town.																	
		English Grammar.	English Composition.	Rhetoric.	English Literature.	Advanced Arithmetic.	Algebra.	Plane Geometry.	Physical Geography.	Physics.	Botany.	Zoology.	General History.	English History.	Latin.	Business Course.	Agriculture.	Miscellaneous.	Total Enrollment.
Archer,	8					10	1				3			3	11				11
Micanopy	14	14			12	12													
Muscogee									11						6				14
Newberry	7	1	1		7	8		7			5	2	5	1	6				8
Spring Lake	11	11			11	11					7	7		7	11			11	11
Westville	14					19	5								6			14	19
Totals	32	34	15		49	46	1	7	11	15	9	5	11	40				25	63

HIGH SCHOOL TEACHERS' SALARIES, VALUE OF BUILDINGS, ETC.

Senior High Schools.

1911-12. Towns.	Salary of Principal.	Average Salary of High School Teacher, Exclusive of Principal	Value of School Building.	Value of Total Equipments.	Value of Laboratories.	Number of Volumes in Library, Exclusive of Public Documents.
Arcadia	\$ 1,200	\$ 680	\$ 12,000	\$ 2,200	\$ 355	408
Bartow	1,500	680	30,000	.....	.....	.....
Bradentown	1,500	700	62,000	.....	.....	586
Dade City	1,000	666	6,000	2,000	525	340
Daytona	1,200	613	50,000	500	425	209
DeFuniak Springs	1,200	570	20,000	2,000	315	105
Ft. Myers	1,200	660	35,000	3,500	300	652
Gainesville	1,400	560	30,000	2,000	310	352
Jacksonville	2,700	.....	65,000	4,000	.....	708
Key West	1,200	413	50,000	3,000	160	885
Kissimmee	1,400	543	25,000	3,000	700	253
Lake City	1,400	550	20,000	10,000	850	1,158
Lakeland	1,500	680	20,000	1,500	1,100	180
Leesburg	1,000	540	10,000	300	25	115
Live Oak	1,800	560	10,000	1,800	750	326
Madison	1,500	.....	40,000	2,000	175	1,275
Miami	1,800	664	70,000	4,000	1,100	301
Ocala	1,500	666	8,000	2,500	350	1,200
Orlando	1,800	590	25,000	2,000	210	270
Palatka	1,400	.....	5,000	2,000	550	.....
Pensacola	1,800	806	28,000	1,000	805	391
Plant City	1,400	800	15,000	350	325	.....
Punta Gorda	1,000	620	14,000	2,000	475	390
Quincy	1,800	665	25,000	1,000	410	457
St. Augustine	1,200	500	100,000	1,000	450	.....
St. Petersburg ...	2,250	645	35,000	1,000	4,800	1,030
Sanford	1,800	640	30,000	2,000	950	350
Tallahassee	1,500	600	57,000	3,000	850	298
Tampa	1,800	828	60,000	10,000	1,475	1,345
West Palm Beach	2,000	750	60,000	8,000	1,800	484
Totals	\$45,750	.....	\$1,017,000	\$77,650	\$21,070	14,068

HIGH SCHOOL TEACHERS' SALARIES, VALUE OF BUILDINGS, ETC.

Irregular 4-Year Schools.

1911-12. Towns.	Salary of Principal.	Average Salary of High School Teacher, Exclusive of Principal	Value of School Building.	Value of Total Equipments.	Value of Laboratories.	Number of Volumes in Library, Exclusive of Public Documents.
Apalachicola	1,000		12,000	2,500	70	160
Brooksville	1,000		15,000			
Chipley	900	600	8,000			136
Clearwater	1,000	560	8,000	500	10	110
Cocoa	800		12,000	400	100	192
Crescent City	830	600			300	
Ft. Pierce	1,000		12,000			
Graceville	900		15,000	1,000	185	30
Inverness	1,200	520	5,000	750	75	458
Jasper	1,000	600	25,000	125	125	133
Marianna	1,200		15,000			
Mulberry	1,000	560	1,200	800	130	273
Seabreeze	1,140	540		2,000	300	143
Starke	880	560	5,000	300	300	274
Titusville	800	400	5,000	350	275	215
Waldo	1,200	550	18,000	500	425	250
Wauchula	1,000		12,000	1,500	200	475
Webster						
Totals	\$16,900		\$168,200	\$8,725	\$2,495	2,848

HIGH SCHOOL TEACHERS, ETC.

Senior High Schools.

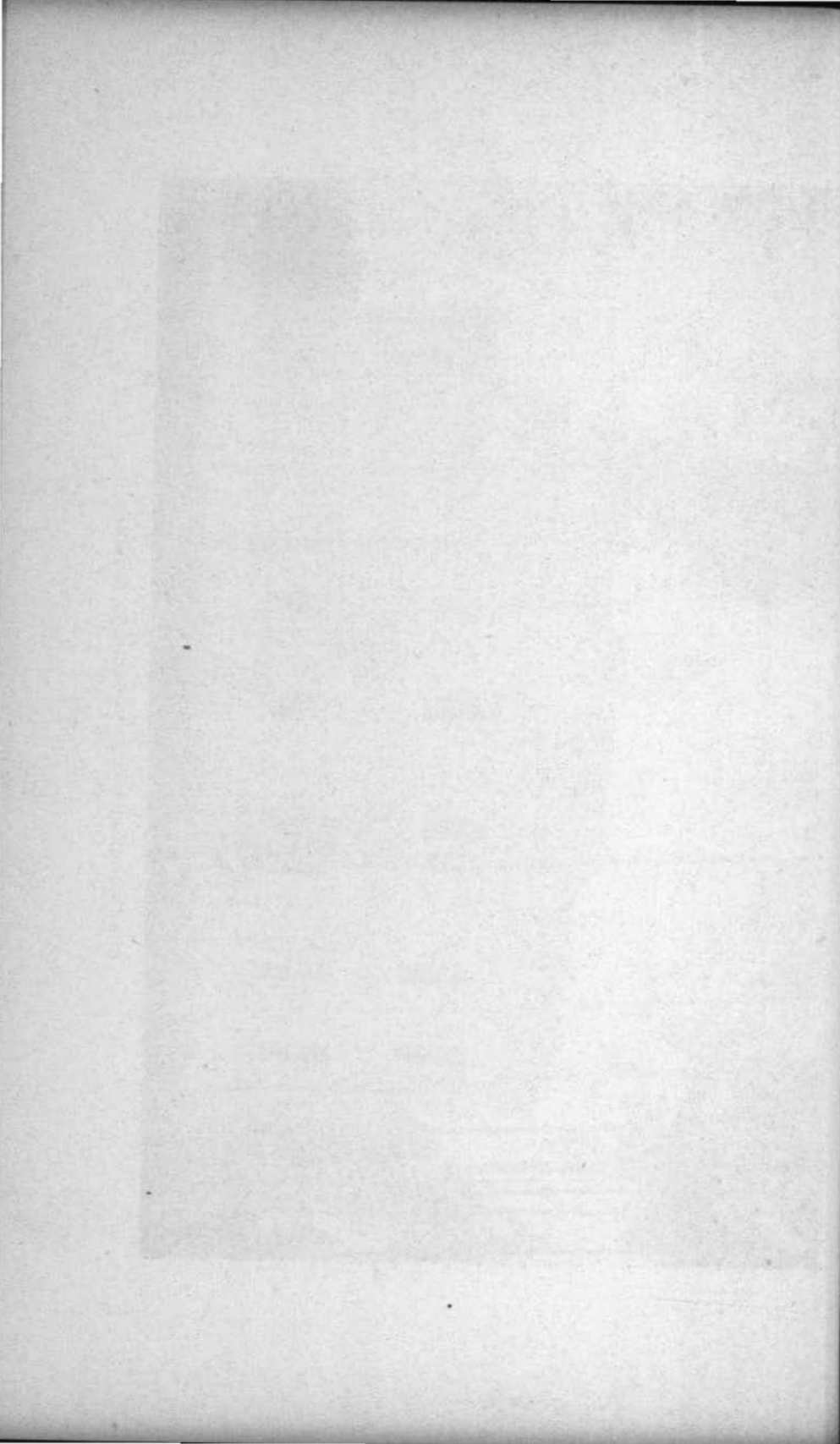
1911-12. Town.	High School Teachers.							Average Length in Minutes Recitation Period.	No. Daily Recitations per Pupil.	No. Daily Recitations per Teacher.	No. Weeks in School Year.
	Number of Teachers.					Teachers with Degrees.	Teachers Having Attended College or Normal School, Without Degree.				
	Men.	Women.	Total.	Whole Time in High School.	Part Time in High School.						
Arcadia	2	1	3	3	....	1	2	40	6	6	32
Eartow	2	2	4	4	....	2	2	40	4	6	32
Bradentown ...	2	1	3	3	....	3	....	40	5½	7	32
Dade City	2	2	4	4	....	3	1	45	5	5	32
Daytona	1	3	4	3	1	1	4	40	4½	6	32
DeFuniak Spgs..	1	4	5	4	1	2	3	30	6	6	32
Ft. Myers	3	...	3	3	....	2	1	45	5	7	32
Gainesville	1	4	5	4	1	1	1	40	4	6	32
Jacksonville ...	5	10	15	15	....	7	4	45	4	...	36
Key West	2	2	4	4	....	...	1	45	5	5	32
Kissimmee	1	3	4	4	....	3	1	43	4½	6	32
Lake City	1	2	3	3	....	1	1	45	5	6	32
Lakeland	2	2	4	4	....	3	....	45	5	7	32
Leesburg	1	2	3	3	....	1	2	45	4	6	32
Live Oak	2	2	4	4	....	4	....	45	5	6	32
Madison	3	1	4	3	1	...	....	30	7	10	40
Miami	3	3	6	5	1	4	2	50	4	4	32
Ocala	2	2	4	4	....	4	....	40	5	5	32
Orlando	2	3	5	5	....	2	2	45	4	5	32
Palatka	1	2	3	3	....	1	....	40	4	5	32
Pensacola	3	4	7	7	....	4	3	45	4	5	32
Plant City	2	1	3	3	....	3	....	45	5	7	32
Punta Gorda ...	2	1	3	3	....	2	1	45	5	7	32
Quincy	1	3	4	3	1	2	2	40	4	7	36
St. Augustine ..	1	4	5	5	....	1	3	45	5	5	32
St. Petersburg..	2	4	6	4	2	4	2	45	3½	3½	32
Tenford	2	3	5	5	....	3	2	37½	4	5½	32
Tallahassee	1	3	4	4	....	2	1	45	4½	5	32
Tampa	3	8	11	8	3	8	1	45	4	5	32
W. Palm Beach..	2	3	5	4	1	4	1	50	4	6	32
Totals	58	85	143	131	12	78	43	...	...	...	...

HIGH SCHOOL TEACHERS, ETC.
Irregular 4-Year Schools.

1911-12. Town.	High School Teachers.							Average Length in Minutes Recitation Period.	No. Daily Recitations per Pupil.	No. Daily Recitations per Teacher.	No. Weeks in School Year.
	Number of Teachers.					Teachers with Degrees.	Teachers Having Attended College or Normal School, Without Degree.				
	Men.	Women.	Total.	Whole Time in High School.	Part Time in High School.						
Apalachicola . . .	..	..	..	..	..	..	..	..	..	..	..
Brooksville . . .	1	1	2	..	..	..	1	30	6	12	32
Chipley . . .	..	..	..	..	..	..	..	..	..	..	..
Clearwater . . .	1	1	2	2	..	1	..	35	5	9	32
Cocoa . . .	1	1	2	2	..	2	..	33	5	..	32
Crescent City ..	1	2	3	2	1	1	2	30	5	8	32
Ft. Pierce . . .	1	1	2	2	..	..	..	30	5	..	32
Graceville . . .	..	..	..	..	..	..	..	..	..	..	..
Inverness . . .	1	1	2	1	1	2	..	30	5	13	28
Jasper . . .	1	1	2	2	..	1	1	30	5	..	32
Marianna . . .	1	1	2	2	..	1	1	35	5	10	32
Mulberry . . .	..	..	..	..	..	..	..	..	..	..	..
Seabreeze . . .	1	2	3	2	1	2	..	40	5	8	32
Starke . . .	1	2	3	2	1	2	..	40	..	..	32
Titusville . . .	1	1	2	2	..	1	..	..	..	..	..
Waldo . . .	1	1	2	2	..	..	1	26	5½	9½	32
Wauchula . . .	2	1	3	3	..	3	..	40	4½	8	32
Webster . . .	2	..	2	2	..	1	..	40	5	8	32
Totals . . .	16	16	32	28	4	17	6	..	..	..	..



GREEN COVE SPRINGS HIGH SCHOOL BUILDING.



NUMBER OF PUPILS IN DIFFERENT GRADES.

Senior High Schools.

1911-12. Towns.				No. Pupils in 8th Grade				No. Boys in 9th Grade.				No. Girls in 9th Grade.				Total.				No. Boys in 10th Grade				No. Girls in 10th Grade				Total.				No. Boys in 11th Grade.				No. Girls in 11th Grade.				Total.				No. Boys in 12th Grade.				No. Girls in 12th Grade.				Total.				Grand Total.	Graduates 1910-11.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
																																																No. Graduates, Boys.	No. Graduates, Girls.	Attended Coll., Boys.	Attended Coll., Girls																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
Arcadia	32	15	7	22	4	8	12	5	5	10	5	5	10	54	3	5	2	1	18	7	8	15	10	11	21	5	7	12	89	6	4	2

NUMBER OF PUPILS IN DIFFERENT GRADES.

Senior High Schools—(Continued-)

1911-12, Towns.	No. Pupils in 8th Grade.	No. Boys in 9th Grade.	No. Girls in 9th Grade.	Total.	No. Boys in 10th Grade.	No. Girls in 10th Grade.	Total.	No. Boys in 11th Grade.	No. Girls in 11th Grade.	Total.	No. Boys in 12th Grade.	No. Girls in 12th Grade.	Total.	Grand Total.	Graduates 1910-11.			
															No. Graduates, Boys.	No. Graduates, Girls.	Attended Coll., Boys.	Attended Coll., Girls.
Miami	60	32	32	64	10	25	35	5	8	13	5	4	9	121	8	5	1	3
Ocala	23	15	13	28	3	10	13	9	14	23	3	3	6	70	3	3	3	1
Orlando	60	15	25	40	5	16	21	6	3	9	4	5	9	79	4	10	3	...
Palatka	23	16	15	31	3	5	8	8	3	11	...	1	1	51	2	7	...	3
Pensacola	65	19	36	55	15	40	55	10	9	19	3	9	12	141	2	9	2	...
Plant City	37	15	16	31	9	12	21	5	10	15	5	10	15	82	...	...	...	...
Punta Gorda	16	4	4	8	3	7	10	4	4	8	4	4	8	34	...	1	...	...
Quincy	31	11	5	16	3	2	5	5	3	8	7	3	10	39	2	1	2	1
St. Augustine	30	15	13	28	12	11	23	5	5	10	5	5	10	71	2	...	...	...
St. Petersburg	84	23	39	62	15	34	49	10	19	29	7	7	14	154	5	4	1	...
Sanford	53	15	26	41	12	18	30	4	12	16	3	10	13	100	6	7	3	2
Tallahassee	38	14	13	27	10	8	18	3	6	9	3	...	3	57	...	3	...	3
Tampa .....	...	61	96	157	33	45	78	21	38	59	15	25	40	334	9	15	4	6
West Palm Beach	37	6	23	29	8	11	19	2	5	7	3	2	5	60	2	2	...	2
Totals	998	502	702	1204	256	425	681	178	280	458	112	183	295	2638	77	141	30	36

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Apalachicola														25 ?				
Brooksville	52	8	8	16	4	5	9		8	8	1	4	5	38	1	2		1
Chipley	24	4	10	14	1	4	5	2	4	6				25		3		1
Clearwater	20	13	1	23	4	8	12	2	5	7	1	3	4	46				
Cocoa	20	5	3	8	5	9	14		4	4	2	6	8	34	1	1	1	
Crescent City	4		2	2	3	4	7	1	2	3	1	3	4	16	1	1	1	1
Ft. Pierce	37	1	26	27	1	5	6	1	3	4	1	3	4	41	1		1	
Graceville																		
Inverness	16				2	7	9				2	4	6	15				
Jasper		5	5	10	1	3	4	1	2	3		1	1	18		1		
Marianna	23	7	6	13	6	10	16	1	5	6	1	2	3	38	1	2	1	1
Mulberry																		
Seabreeze	3	7	8	15	2	5	7	1	1	2	1	1	2	26	1	1		
Starke																		
Titusville	21	3	3	6	2	1	3		3	3		3	3	15				
Waldo	12		2	2	3	5	8	1	2	3	1	3	4	17	3			
Wauchula	40	8	8	1	2	6	8	2	1	3	1	2	3	30	3			
Webster	5	2	4	6	1		1	2	4	6		1	1	16	1	4		1
Totals	279	63	99	162	37	72	109	14	44	58	12	36	48	484	13	18	4	1

NUMBER OF STUDENTS ENROLLED IN THE VARIOUS HIGH SCHOOL STUDIES.

Senior High Schools.

1911-12.	Towns.	English Grammar.	English Composition.	Rhetoric and Composition.	English Literature.	American Literature.	Advanced Arithmetic.	Algebra.	Plane Geometry.	Plane Trigonometry.	Physical Geography.	Physics.	Chemistry.	Botany.	Zoology.	General History.	English History.	American History.	Civics.	Latin.	German.	French.	Spanish.	Business Course.	Miscellaneous.	Total Enrollment.	Solid Geometry.	Agriculture.
Arcadia .....	...	12	10	10	10	24	36	10	5	30	10	...	...	...	10	10	10	10	48	...	...	...	...	...	...	54	10	...
Bartow	43	91	15	12	16	...	56	21	11	17	34	...	12	18	15	43	...	...	70	...	10	...	...	7	...	91	12	...
Bradentown	26	7	7	6	14	53	34	14	...	26	6	2	7	7	34	14	...	14	53	...	...	...	...	...	...	53	14	...
Dade City	9	43	14	9	5	19	9	5	9	19	9	7	10	...	9	18	9	...	42	...	...	5	...	...	...	43	...	20
Daytona .....	...	28	28	17	10	...	27	15	...	10	9	9	4	6	35	25	9	...	22	6	4	...	...	8	...	60	...	...
DeFuniak Sprgs. .	26	8	20	8	4	26	34	8	4	26	8	4	8	8	34	8	4	...	46	...	...	...	...	...	...	46	...	...
Ft. Myers	18	12	7	37	12	18	30	7	5	18	7	...	12	...	24	18	18	...	42	...	...	...	...	...	...	42	...	...
Gainesville	60	60	60	9	16	20	60	18	9	8	18	...	15	15	60	40	9	9	62	...	4	...	...	15	...	87	...	...
Jacksonville .....	...	...	91	79	47	...	316	34	30	175	30	48	93	93	...	...	...	250	?	...	...	...	...	42	...	346	30	...
Key West .....	...	...	23	11	11	...	23	11	...	7	11	11	16	16	23	16	11	11	34	...	...	...	...	...	...	35	...	...
Kissimmee	51	20	20	12	6	52	51	13	5	18	16	...	...	...	31	53	10	14	88	...	9	...	...	...	...	90	6	...
Lake City	30	52	40	40	...	...	40	12	...	30	6	6	10	10	40	6	6	30	52	...	...	...	...	...	...	52	...	...
Lakeland	27	27	18	16	16	78	40	16	14	14	14	...	10	10	21	24	18	18	34	...	...	...	12	...	...	78	...	...
Leesburg	19	19	15	7	5	21	35	5	5	...	5	...	14	14	14	20	5	...	29	...	...	...	...	...	...	46	...	...

NUMBER OF STUDENTS ENROLLED IN THE VARIOUS HIGH SCHOOL STUDIES.

Senior High Schools.—(Continued.)

Towns.	1911-12.	English Grammar.	English Composition.	Rhetoric and Composition.	English Literature.	American Literature.	Advanced Arithmetic.	Algebra.	Plane Geometry.	Plane Trigonometry.	Physical Geography.	Physics.	Chemistry.	Botany.	Zoology.	General History.	English History.	American History.	Civics.	Latin.	German.	French.	Spanish.	Business Course.	Miscellaneous.	Total Enrollment.	Solid Geometry.	Agriculture.
Live Oak	29	26	29	5	10	...	55	7	7	26	7	5	29	29	33	29	5	5	59	...	...	...	...	...	...	70	...	...
Madison	26	26	17	3	...	41	41	3	...	26	...	...	...	...	...	14	20	...	26	40	...	...	...	...	...	49	...	...
Miami .....	...	73	73	9	13	27	74	13	9	...	7	13	...	4	9	23	40	8	8	67	...	7	...	28	28	122	8	13
Ocala	28	13	18	8	18	...	38	15	12	28	18	...	...	...	...	41	18	8	...	69	...	10	...	...	...	70	7	...
Orlando	70	70	70	10	10	...	60	9	9	...	9	...	9	9	50	...	...	...	...	71	6	...	...	...	...	79	9	...
Palatka	24	35	10	3	11	...	32	10	3	9	10	...	33	...	...	9	33	1	11	50	...	...	...	...	...	51	...	...
Pensacola	55	109	19	12	19	22	59	59	...	41	12	19	...	...	...	55	19	12	12	70	...	...	...	47	26	141	...	...
Plant City	32	21	15	15	...	15	54	21	15	21	15	...	32	32	32	32	21	...	...	82	16	...	...	...	...	82	15	...
Punta Gorda	8	8	10	8	8	8	18	8	8	18	8	...	18	18	18	8	8	8	8	19	12	...	...	...	...	34	8	...
Quincy	16	5	5	10	10	16	21	8	10	16	8	16	...	...	...	13	16	10	10	39	4	...	...	...	...	39	...	16
St. Augustine	30	23	...	...	9	...	28	15	...	28	13	9	25	25	50	...	...	...	...	43	...	...	28	30	...	71	...	...
St. Petersburg ...	55	55	46	40	24	...	81	51	...	24	11	37	31	20	29	9	...	...	...	71	21	...	14	...	149	161	5	...
Sanford	41	41	16	16	...	...	71	16	5	41	16	13	30	30	46	13	...	...	...	76	17	...	...	...	...	100	13	...
Tallahassee .....	...	29	17	3	7	...	29	18	3	12	7	2	15	15	27	18	...	...	...	32	...	8	...	...	...	57	3	...

NUMBER OF STUDENTS ENROLLED IN THE VARIOUS HIGH SCHOOL STUDIES.

Senior High Schools—(Continued.)

Towns.	English Grammar.	English Composition.	Rhetoric and Composition.	English Literature.	American Literature.	Advanced Arithmetic.	Algebra.	Plane Geometry.	Plane Trigonometry.	Physical Geography.	Physics.	Chemistry.	Botany.	Zoology.	General History.	English History.	American History.	Civics.	Latin.	German.	French.	Spanish.	Business Course.	Miscellaneous.	Total Enrollment.	Solid Geometry.	Agriculture.
Tampa	140	217	132	99	75	...	191	75	9	...	58	24	28	22	226	75	40	40	229	26	...	45	...	...	334	9	..
W. Palm Beach...	...	29	19	7	5	...	41	24	...	...	...	7	35	35	...	...	...	...	48	...	...	...	...	60	60	...	..
Totals	863	1159	864	520	382	449	1994	541	187	654	395	406	506	452	1003	625	211	226	1937	108	57	87	132	320	2638	149	49

Irregular 4-Year Schools.

Apalachicola	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	25 ?	...	...
Brooksville	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	38	...	...
Chipley	...	...	25	10	10	20	25	6	...	6	6	...	...	...	11	10	11	11	21	...	...	...	...	...	25	...	11
Clearwater	11	9	12	4	6	40	31	5	...	5	...	...	4	...	12	20	...	...	41	...	...	...	...	...	46	4	...
Cocoa	...	8	11	4	6	8	22	4	...	4	...	...	11	11	8	11	4	6	14	...	...	10	2	14	34	...	...
Crescent City	...	12	4	...	...	12	9	3	4	7	4	...	2	...	7	3	4	3	9	...	...	...	...	...	16	...	...
Ft. Pierce	18	8	4	4	4	25	13	5	4	7	5	...	17	17	7	17	4	17	31	...	...	5	...	...	41	...	33
Graceville	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	31 ?	...	...

NUMBER STUDENTS ENROLLED IN THE VARIOUS HIGH SCHOOL STUDIES.

Irregular 4-Year Schools—(Continued).

1911-12.																													
Towns.	English Grammer.	English Composition.	Rhetoric and Composition	English Literature.	American Literature.	Advanced Arithmetic.	Algebra.	Plane Geometry.	Plane Trigonometry.	Physical Geography.	Physics	Chemistry.	Botany.	Zoology.	General History.	English History.	American History.	Civics.	Latin.	German.	French.	Spanish.	Business Course.	Miscellaneous.	Total Enrollment.	Solid Geometry.	Agriculture.		
Inverness	10	13	13	6	6	10	10	10	...	10	6	6	10	10	10	...	...	6	12	...	...	...	...	...	...	15	...	...
Jasper	18	19	16	16	3	4	12	...	9	18	19	...	28	...	9
Marianna	12	12	16	6	3	...	30	6	3	12	6	...	...	...	16	12	3	3	37	...	...	...	...	...	...	38	...	...
Mulberry .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Seabreeze .....	...	12	7	2	2	...	20	1	1	...	1	1	...	...	14	7	3	3	15	...	...	...	...	...	...	18	?	...
Starke .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	26	1	...
Titusville .....	...	...	...	...	...	...	10	3	...	...	3	...	3	3	6	4	...	...	13	...	...	...	...	...	...	33	...	...
Waldo	2	...	9	4	4	4	10	4	...	...	5	...	13	9	7	2	4	...	17	...	...	...	...	...	...	15	...	...
Wauchula	16	16	11	3	3	16	24	3	...	16	3	...	8	8	16	16	3	3	30	...	...	...	...	...	...	17	...	...
Webster	7	1	6	6	1	7	7	6	...	6	6	...	1	1	8	7	3	3	16	...	...	...	...	...	...	30	...	...
Totals	74	109	137	65	61	142	111	59	12	80	45	7	69	59	126	121	39	64	274	...	...	15	21	14	484	5	60	

NUMBER OF PUPILS, TEACHERS; VALUE OF BUILDINGS, ETC.

3-Year Schools.

1911-12.	Towns.	No. Pupils in 8th Grade.	No. Boys in 9th Grade.	No. Girls in 9th Grade.	No. Boys in 10th Grade.	No. Girls in 10th Grade.	No. Boys in 11th Grade.	No. Girls in 11th Grade.	Total High School Pupils.	Number of Teachers.				Average Length in Mins. in Recitation Period.	No. Daily Recitations per Pupil.	No. Daily Recitations per Teachers.	No. Weeks in School Year.	Salary of Principal.	Value of Buildings.	No. of Volumes in Library Exclusive of Public Documents.	Value of Laboratories.
										Men.	Women.	Whole Time in High School.	Part Time in High School.								
Apopka	13	3	3	3	4	...	3	16	...	2	1	1	30	6	10	32	\$ 800	\$ 3,000	500	\$...
Aucilla	7	6	6	2	5	...	3	22	1	...	...	...	25	5	15	28	630	2,500	256	....
Bethel	8	...	...	...	...	...	...	12	1	1	1	1	...	...	...	28	630	1,200	200	....
DeLand	29	13	18	7	10	1	8	57	3	1	3	1	45	4	5	32	1,500	12,000	595	200
Fernandina	9	2	1	2	3	...	3	11	1	1	1	1	35	4	9	32	1,000	10,000	22	40
Green Cove Springs
Lake Butler	16	4	3	3	4	...	3	17	1	1	1	1	30	6	16	32	1,000	12,000	422	....
Monticello	31	1	1	...	...	...	...	...	...	1,200	...	300	....
Perry	.....4....	10	2	7	4	...	2	2	17	2	...	1	1	35	4	10	32	1,000	15,000	164	80
Roberts	15	3	6	4	5	1	2	21	2	...	1	1	25	5	10	32	800	900	355	50
Totals	107	33	44	25	31	4	24	204	12	7	9	7	...	...	...	...	\$8,560	\$56,600	2,814	\$370

2-Year Schools.

Alachua	.....	7	7	3	5	1	...	...	16	1	1	1	1	15	6	12	32	800	6,000	25	....
Bristol	.....	16	2	2	1	1	...	...	16	1	...	...	...	25	6	14	32	640	1,250	152	....

NUMBER OF PUPILS, TEACHERS; VALUE OF BUILDINGS, ETC.

2-Year Schools—(Continued.)

1911-12.	Towns.	No. Pupils in 8th Grade.	No. Boys in 9th Grade.	No. Girls in 9th Grade.	No. Boys in 10th Grade.	No. Girls in 10th Grade.	No. Boys in 11th Grade.	No. Girls in 11th Grade.	Total High School Pupils.	Number of Teachers.				Average Length in Mins. in Recitation Period.	No. Daily Recitations per Pupil.	No. Daily Recitations per Teacher.	No. Weeks in School Year.	Salary of Principal.	Value of Buildings.	No. of Volumes in Library Exclusive of Public Documents.	Value of Laboratories.
										Men.	Women.	Whole Time in High School.	Part Time in High School.								
Coleman		5	5	1	5				16	1				25	6	14	32	640	1,250	152	....
Carrabelle		14	3	2	1	1			13	1	1	1	1	30	7	12	32	1,000	2,000	11	....
Fort Meade		46	3	2	3	2			23	1	1	2		40	5	10	32	600	1,000	....	....
Hastings		32	3	2	2	2			14	1	1	1	1	35	6	11	32	900	1,000	....	....
Manatee		8	2	10	2	3			17	1	1	2		35	5	12	32	800	3,500	69	100
Mayo		42	2	4	2	8			16	1				40	5	8	32	1,000	9,000	110	....
New Smyrna			6	4	5	4			19	1	1	1	1	45	4	5	32	1,000	3,000	16	....
Palmetto		9	6		1	6			13	1	1	1	1	30	5	14	32	800	2,500	23	300
Sarasota									12	1											
Trenton		8	5	8	2	8			23	1				30	6		32	900	1,000	....	....
Tarpon Springs			7	4	1	5			17	1		1						800		....	....
Totals		182	51	64	26	53			206	12	7	10	5					\$9,240	\$30,250	406	\$400

NUMBER OF PUPILS, TEACHERS; VALUE OF BUILDINGS, ETC..

2-Year Schools, Principal Teaching 8, 9 and 10th Grades.

1911-12.	Towns.	No. Pupils in 8th Grade.	No. Boys in 9th Grade.	No. Girls in 9th Grade.	No. Boys in 10th Grade.	No. Girls in 10th Grade.	No. Boys in 11th Grade.	No. Girls in 11th Grade.	Total High School Pupils.	Number of Teachers.				Average Length in Mins. in Recitation Period.	No. Daily Recitations per Pupil.	No. Daily Recitations per Teacher.	No. Weeks in School Year.	Salary of Principal.	Value of Buildings.	No. of Volumes in Library Exclusive of Public Documents.	Value of Laboratories.
										Men.	Women.	Whole Time in High School.	Part Time in High School.								
Archer	12	3	4	3	3	8	...	...	10	...	1	...	1	25	4	13	32	760	1,800	178	...
Blountstown	...	9	12	3	...	...	...	...	32	1	...	...	...	...	...	...	...	...	...	...	...
Eau Gallie	10	3	2	2	2	...	...	...	9	1	...	...	1	15	5	18	32	...	2,000	84	50
High Springs	21	6	4	...	2	...	...	...	12	1	...	...	1	30	5	12	32	800	8,000	22	...
Floral City	...	...	...	...	...	...	...	...	13	1	...	...	...	...	...	...	...	800	3,000	...	...
Greenwood	7	6	2	1	4	...	2	...	15	1	1	...	2	30	5	13	32	800	2,000	...	...
Micanopy	7	3	4	1	3	...	...	...	11	...	1	...	1	20	5	16	32	680	4,000	55	...
Muscogee	17	3	4	1	3	...	...	...	11	...	1	...	1	30	4	10	32	640	3,000	200	...
Newberry	7	3	2	2	1	...	...	...	8	1	...	...	1	30	8	18	32	720	5,500	...	...
Spring Lake	12	1	2	...	3	...	...	...	6	1	...	...	1	20	5	...	32	800	700	125	...
Willwood	5	2	1	1	1	...	...	...	5	1	...	...	1	25	6	24	32	680	1,000	...	...
Williston	8	8	8	4	1	...	...	...	21	1	...	...	1	20	5	19	28	700	2,500	...	...
Totals	106	47	45	18	28	...	...	2	153	9	4	...	11	...	...	...	...	\$7,380	\$33,500	664	50

NUMBER OF PUPILS ENROLLED IN HIGH SCHOOL SUBJECTS.

3-Year Schools.

1911-12.	Towns.	English Grammar.	English Composition.	Rhetoric.	English Literature.	Advanced Arithmetic.	Algebra.	Plane Geometry.	Physical Geography.	Physics.	Botany.	Zoology.	General History.	English History.	Latin.	Business Course.	Agriculture.	Miscellaneous.	Total Enrollment.
Apopka		16	13	...	6	16	...	...	...	...	7	...	7	8	16	...	...	6	16
Aucilla	12	7	3	...	12	7	3	7	7	...	...	...	3	...	14	...	12	...	22
Bethel	8	8	8	...	8	12	4	...	4	...	...	...	4	4	12	...	...	8	12
DeLand		17	17	9	...	48	8	11	...	...	5	7	46	16	44	...	...	14	57
Fernandina		8	3	8	3	6	2	3	3	...	...	5	8	...	11	...	8	8	11
Green Cove Springs .....		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lake Butler	17	6	7	2	14	14	12	9	4	4	9	17	...	...	17	...	9	14	17
Monticello .....		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	31
Perry	11	3	3	4	...	12	4	...	4	...	...	...	12	12	14	...	...	...	17
Roberts	21	9	3	...	21	12	9	9	3	...	...	...	21	...	21	...	9	...	21
Totals	69	74	57	23	64	127	42	39	25	16	21	118	40	149	...	38	50	204	

NUMBER OF PUPILS ENROLLED IN HIGH SCHOOL SUBJECTS.

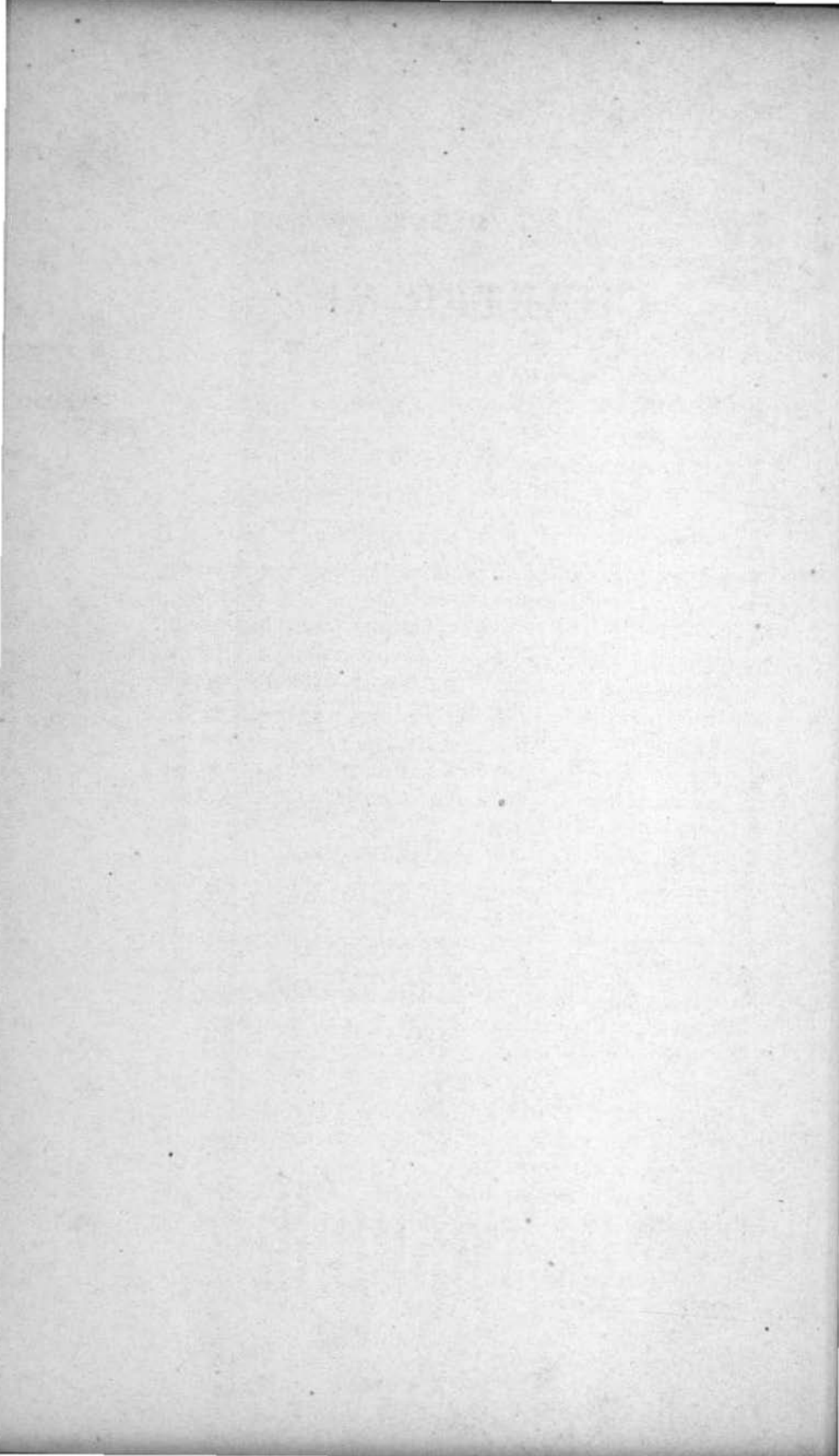
2-Year Schools.

1911-12.	English Grammar.	English Composition.	Rhetoric.	English Literature.	Advanced Arithmetic.	Algebra.	Plane Geometry.	Physical Geography.	Physics.	Botany.	Zoology.	General History.	English History.	Latin.	Business Course.	Agriculture.	Miscellaneous.	Total Enrollment.
TOWNS.																		
Alachua	10	....	5	....	16	16	....	10	10	5	....	16	....	16	....	....	....	16
Bristol .....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	6
Coleman .....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	16
Carrabelle	13	13	2	....	13	13	....	13	....	....	....	13	....	13	....	13	....	13
5ustis .....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Ft. Meade .....	....	....	23	23	11	23	....	....	....	....	....	....	....	....	....	....	....	23
Hastings	10	2	2	....	10	14	....	10	....	....	4	14	....	14	....	8	8	14
Manatee	8	10	5	....	16	16	....	8	....	5	5	17	....	16	5	....	6	17
Mayo	16	16	....	....	....	16	4	....	....	....	....	10	....	12	....	....	....	16
New Smyrna .....	....	19	19	....	....	19	....	10	....	....	....	10	9	19	....	....	....	19
Palmetto	6	7	7	....	13	13	....	....	....	....	7	13	7	13	....	7	....	13
Sarasota .....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	12
Trenton .....	....	23	....	....	23	23	....	23	....	....	....	....	13	23	....	....	10	23
Tarpon Springs .....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	17
Totals	63	90	63	23	102	153	4	74	10	11	16	93	29	126	5	28	24	206

NUMBER OF PUPILS ENROLLED IN HIGH SCHOOL SUBJECTS.

2-Year Schools, Principal Teaching 8, 9, and 10th Grades.

1911-12.	English Grammar.	English Composition.	Rhetoric.	English Literature.	Advanced Arithmetic.	Algebra.	Plane Geometry.	Physical Geography.	Physics.	Botany.	Zoology.	General History.	English History.	Latin.	Business Course.	Agriculture.	Miscellaneous.	Total Enrollment.
Towns.																		
Archer	7	7	3	...	...	10	3	...	...	7	...	3	7	10	...	...	...	10
Blountstown .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	32
Eau Gallie .....	...	5	4	...	...	9	...	5	...	4	4	5	4	7	...	...	...	9
Floral City .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13
Greenwood .....	...	15	15	2	...	15	2	8	2	7	7	15	8	15	...	...	...	15
High Springs	12	12	12	...	10	12	...	...	...	2	10	2	10	10	...	...	...	12
Micanopy	7	7	4	4	7	11	...	...	...	...	...	3	7	7	...	...	...	11
Muscogee	11	11	11	...	7	11	...	7	...	...	...	11	...	11	...	...	...	11
Newberry .....	...	8	3	...	5	8	...	5	...	5	3	3	5	8	...	...	...	8
Spring Lake	4	3	3	...	4	4	2	1	2	3	3	1	2	6	...	...	...	6
Wildwood	5	5	2	...	3	5	...	3	...	...	...	5	...	5	...	...	...	5
Williston	16	5	...	...	16	21	...	21	...	...	5	21	5	21	...	21	...	21
Totals	62	78	57	6	52	106	7	50	4	28	32	69	48	100	...	21	...	153



CHAPTER VI.

SAMPLE EXAMINATION QUESTIONS AND ADDRESSES OF HOLDERS OF CERTAIN CERTIFICATES.

This chapter contains samples of the five sets of questions as used in the uniform examinations for first, second and third grade County Certificates, held during the biennium; one complete set of the questions as used in the examinations for State Certificates, held during the past two years; a full set of the questions used in the examinations for Primary Certificates, provided for in Section 368, General Statutes; and questions on the different branches in which applicants for Special Certificates have been examined. Special Certificates were provided for in Section 369, General Statutes.

In addition, are added the addresses of persons to whom have been issued State Life Certificates, State Certificates, First Grade Life Certificates, Life Extension of First Grade Certificates, Aged Teachers' Certificates, Primary Certificates, Primary Life Certificates, Special Certificates.

The reasons for publishing samples of these questions are because of the many demands made upon the office for them, and that the public may have the opportunity of knowing the character of the questions propounded to the teachers of the State.

The legal requirements for each of these certificates will be stated before the sample questions submitted for that grade of certificate.

FLORIDA UNIFORM EXAMINATION QUESTIONS.

REGULATIONS.

1. Questions must be kept exclusively in the hands of the Examiner until the minute for examination on any subject. Seals to every enclosure must be broken in the presence of examinees.

2. The whole time for examination is limited to five days, and the subjects must be taken in the following order: Tuesday, forenoon, Orthography and Reading; afternoon, English Grammar. Wednesday, forenoon, Arithmetic; afternoon, Composition and Geography. Thursday, forenoon, History; afternoon, Physiology. Friday, forenoon, Agriculture; afternoon, Theory and Practice. Saturday, forenoon, Civic Government and Physical Geography; afternoon, Algebra.

3. All examinees must begin any given subject at the same time, and no recess must be taken until that subject is completed.

4. Duties: Every examinee must supply himself with cap paper, must write in a legible hand with pen and ink, must work in full view of other examinees, must number or letter answers to agree with questions, and must fasten together all sheets on the same subject.

5. Prohibitions: During the examination on any subject there must be no violation of any of the following:

(1) No examinee must be seated so that it be possible for him to read another's writing; (2) shall have in his possession any book, note book, or other thing from which help may be obtained; (3) shall speak to any person; (4) shall overlook another's work; (5) shall ask the examiner the meaning of any question; (6) shall leave his seat without permission; (7) shall leave room more than once, or remain out longer than ten minutes; (8) shall pass or throw anything about the room; (9)

shall place on any paper any mark calculated to disclose its author.

Violation of any of these prohibitions will be deemed sufficient cause for excluding any paper from the Grading Committee or for throwing out a whole county examination.

SECOND AND THIRD GRADE CERTIFICATES.

Applicants for Second and Third Grade Certificates are examined upon the same branches and the same questions, the distinction in grade of certificate received resting solely upon the percentage of questions answered correctly. The following are the subjects upon which they are examined: Orthography, Reading, Arithmetic, English Grammar, United States History, Geography, Physiology, Agriculture, Theory and Practice of Teaching, Composition and Civil Government.

The successful applicant for a Third Grade Certificate must make a grade in no branch below 40 per cent., and an average grade of 60 per cent. on all the branches; this certificate is valid for two years from date of issue. Section 365, General Statutes.

The successful applicant for a Second Grade Certificate must make a grade in no branch below 60 per cent., and an average of 75 per cent. on all the aforesaid branches; this certificate is valid for four years from the date of issue. Section 366, General Statutes.

FIRST GRADE CERTIFICATES.

Applicants for First Grade Certificates were examined upon the same questions as already given for Second and Third Grade Certificates on Orthography, Reading, Geography, United States History, Composition, Physiology, Agriculture, Theory and Practice of Teaching, Civil Government, and those that follow.

The successful applicant for First Grade Certificate must make a grade in no branch below 60 per cent., and an average grade of 85 per cent. on the preceding and the following branches: Algebra and Physical Geography. This certificate is valid for five years from the date of issue. Section 367, General Statutes.

STATE CERTIFICATES.

Persons to be eligible for examination for State Certificates must have taught twenty-four months in all, eight months under a First Grade Certificate obtained in this State.

Before obtaining this certificate, one must make no grade below 60 per cent., and an average of 85 per cent. on the following ten branches: Geometry, Trigonometry, Physics, Zoology, Botany, Latin, Rhetoric, English Literature, Psychology, and General History. This certificate is valid for five years from date of issue. The following are some of the questions used in the examinations during the past two years. Section 370, General Statutes.

REGULATIONS.

1. A fee of one dollar, not returnable, and an endorsement of good character, must be handed the examiner.
2. Use legal cap paper, pen and ink; number and letter answers to correspond with questions; fasten together all papers on the same subject.
3. The whole examination must be completed within one year, or no credit will be allowed on any subject passed on longer than twelve months.

Up to date, October 8, 1912, there have been issued 157 State Certificates.

The following are the addresses of those who have been successful in obtaining State Certificates:

STATE CERTIFICATE HOLDERS.

- No. 1. W. F. Yocum, Lake City, Florida.
2. J. S. Tomlin, Deceased.
3. Tom F. McBeath, Gainesville, Florida.
4. W. S. Cawthon, DeFuniak Springs, Florida.
5. J. M. Gulliams, Bowling Green, Kentucky.
6. T. M. Rivers, ———, Florida.
7. I. I. Himes, West Palm Beach, Florida.
8. L. C. Ray, ———, Florida.
9. Julia Humphries, ———, Florida.
10. Almena Leitner, Leesburg, Florida.
11. S. D. Cawthorn, Deceased.
12. Frederick Pasco, Miami, Florida.
13. Josiah Varn, Bartow, Florida.
14. Mrs. Benella Davenport Watson, DeFuniak Springs, Florida.
15. Mrs. Bessie B. Compton, Leesburg, Florida.
16. Henry E. Bennett, DeFuniak Springs, Florida.
17. Joseph B. Locky, Pensacola, Florida.
18. J. H. Fulks, Gainesville, Florida.
19. Erle E. Clippinger, Terre Haute, Indiana.
20. J. L. Boone, Tallahassee, Florida.
21. Miriam Pasteur, Live Oak, Florida.
22. C. P. Walker, Milton, Florida.
23. Mrs. H. J. Rogers, *nee* Rose, DeFuniak Springs, Florida.
24. Henry J. Rogers, DeFuniak Springs, Florida.
25. M. J. Okerlund, Tampa, Florida.
26. H. Brodie, ———.
27. Claudia S. Miller, Live Oak, Florida.
28. Halcia E. Bower, Hermitage, Florida.
29. Annie H. Porter, Titusville, Florida.
30. George A. Stephens, Quincy, Florida.
31. Posey Taylor, Monticello, Florida.
32. Mrs. Pauline P. Arnold, Orlando, Florida.
33. Caroline M. Brevard, Tallahassee, Florida.

34. Della Moore, DeFuniak Springs, Florida.
35. Hattie H. Carpenter, Miami, Florida.
36. Willis W. Hall, Miami, Florida.
37. George W. Bonner, Hawthorn, Florida.
38. Homer E. Wakefield, Cocoa, Florida.
39. C. A. Keith, Pendergrass, Georgia.
40. T. B. Kirk, Lakeland, Florida.
41. E. C. Angell, Lakeland, Florida.
42. P. G. Shaver, Wauchula, Florida.
43. Robert M. Ray, Plant City, Florida.
44. R. B. Rutherford, St. Augustine, Florida.
45. W. E. Knibloe, Jacksonville, Florida.
46. J. H. Selden, Sanford, Florida.
47. N. J. Perkins, Sanford, Florida.
48. W. N. Henderson, Jennings, Florida.
49. J. G. Fertig, Milton, Florida.
50. Asa B. Clark, Deceased.
51. George H. Boutelle, Deceased.
52. William B. Crawford, Greenwood, Florida.
53. Don Register, Perry, Florida.
54. J. H. Workman, Ocala, Florida.
55. A. B. Jarrell, Lake City, Florida.
56. W. L. Ousterhoudt, Leesburg, Florida.
57. S. E. McIntosh, Hawthorn, Florida.
58. Mattie Van Fleet, Auburndale, Florida.
59. Elizabeth Blanchard, Eustis, Florida.
60. W. N. Sheats, Tallahassee, Florida.
61. Edith Baird, Gainesville, Florida.
62. Fannie Turner, Deceased.
63. R. M. Evans, Tampa, Florida.
64. M. P. Geiger, Green Cove Springs, Florida.
65. W. H. Russell, Inverness, Florida.
66. J. C. V. Worthy, Deceased.
67. Christine O. Gillis, DeFuniak Springs, Florida.
68. L. S. Barber, Tallahassee, Florida.
69. E. T. Allen, DeLand, Florida.

70. H. A. Ferrell, Fernandina, Florida.
71. J. A. Ormond, Marianna, Florida.
72. R. B. Huffaker, Bartow, Florida.
73. W. E. Bell, Gainesville, Florida.
74. Thomas D. Seals, Fort White, Florida.
75. S. G. Hull, Apopka, Florida.
76. Edward Conradi, St. Petersburg, Florida.
77. E. M. Hyde, St. Petersburg, Florida.
78. E. T. Wetter, Deceased.
79. Sara B. Griffin, Anthony, Florida.
80. F. A. Hathaway, Orlando, Florida.
81. L. B. Edwrad, Live Oak, Florida.
82. M. L. Neal, Winfield, Georgia.
83. J. G. Riley (colored), Tallahassee, Florida.
84. J. W. McClung, Tampa, Florida.
85. J. L. Wright, Daytona, Florida.
86. Eleanor Rawson, Jacksonville, Florida.
87. Mary B. Riherd, Dade City, Florida.
88. W. B. S. Crichlow, Palmetto, Florida.
89. George M. Lynch, Gainesville, Florida.
90. J. W. Simmons, Orlando, Florida.
91. P. W. Corr, Dade City, Florida.
92. C. G. Cantrell, Apalachicola, Florida.
93. Mrs. K. R. Fertig, St. Louis, Missouri.
94. W. B. Cate, Madison, Florida.
95. W. D. G. Wine, Waukeenah, Florida.
96. Mrs. F. N. Clayton, Tampa, Florida.
97. Theo. D. Culp, Williston, Florida.
98. Alys May Corr, Gainesville, Florida.
99. T. J. McBeath, Green Cove Springs, Florida.
100. Florida Dewar, Largo, Florida.
101. David M. Cook, Tallahassee, Florida.
102. B. B. Lane, Apalachicola, Florida.
103. Elizabeth M. Venable, Jacksonville, Florida.
104. G. A. Stephens, Starke, Florida.
105. Edwin E. Macy, Eau Gallie, Florida.

106. Guss Wilder, Lake City, Florida.
107. Annie Belle Stuart, Tampa, Florida.
108. Nora Weakley, Edwards, Florida.
109. Ethel M. Peter, Leesburg, Florida.
110. Marion Kerr, Archer, Florida.
111. R. L. Lovell, Macclenny, Florida.
112. Gracie Fogg, Graham, Florida.
113. Dorothy F. Green, Bartow, Florida.
114. W. Wesley Smith, Dunnellon, Florida.
115. W. A. Jones, Lawtey, Florida.
116. Elizabeth Bangs, Avon Park, Florida.
117. W. B. Jones, Arcadia, Florida.
118. Elsie V. Smith, Gainesville, Florida.
119. E. W. McMullen, Sutherland, Florida.
120. E. W. Kennedy, Monticello, Florida.
121. M. M. Bryant, Waldo, Florida.
122. Lillian Ralph, St. Augustine, Florida.
123. W. H. Cassels, Gainesville, Florida.
124. Lillian McGahey, Miami, Florida.
125. E. L. Robinson, Tampa, Florida.
126. Inga E. Helseth, Oslo, Florida.
127. Glenn Terrell, Webster, Florida.
128. E. F. Fender, Cedar Key, Florida.
129. J. T. Williams, Leesburg, Florida.
130. F. S. Hartsfield, Tallahassee, Florida.
131. R. W. VanBrunt, Tallahassee, Florida.
132. A. A. Price, West Fort Meade, Florida.
133. Maoma Hill, Dade City, Florida.
134. T. W. Yarbrough, Monticello, Florida.
135. Mary B. Waring, Madison, Florida.
136. Sue C. Bozeman, Leesburg, Florida.
137. D. D. Davis, Greenville, Florida.
138. Mrs. C. M. Baldwin, Archer, Florida.
139. Mattie Hancock, Lake City, Florida.
140. W. C. Finney, Bonifay, Florida.
141. S. A. Pinholster, Brooker, Florida.

142. R. F. Terrell, Hazelhurst, Georgia.
143. Sallie E. Shannon, Tampa, Florida.
144. Myrtie Warren, DeFuniak Springs, Florida.
145. Will C. Stokes, Perry, Florida.
146. Mary H. Ingram, Daytona, Florida.
147. A. D. Kean, Leesburg, Florida.
148. Chas. M. Jones, Lakeland, Florida.
149. R. M. Dorsey, Ft. Meade, Florida.
150. Mattie Forester, Ft. Meade, Florida.
151. J. W. Asbury, Coconut Grove, Florida.
152. R. S. Blanton, Gainesville, Florida.
153. Alice H. Boyd, Woodville, Florida.
154. Gladys O'Neal, Dade City, Florida.
155. Barney Padget, High Springs, Florida.
156. Ellen Wallace, Gainesville, Florida.
157. Ola Howard, Madison, Florida.

STATE LIFE CERTIFICATES.

The law provides that State Certificate holders, who have taught successfully in a high school or college for eighteen months under a State Certificate, may be awarded State Life Certificates on proper endorsement of three persons holding such certificates. Section 371, General Statutes.

The following are the addresses of persons who have obtained such certificates:

- No. 1. Dr. W. F. Yocum, Lake City, Florida.
2. J. M. Gulliams, Bowling Green, Kentucky.
3. Tom F. McBeath, Gainesville, Florida.
4. I. I. Himes, Palatka, Florida.
5. W. S. Cawthon, DeFuniak Springs, Florida.
6. S. D. Cawthon, Deceased.
7. Mrs. Benella Davenport Watson, DeFuniak Springs, Florida.
8. L. C. Ray, —————, Florida.

9. Almena Leitner, Leesburg, Florida.
10. Josiah Varn, Bartow, Florida.
11. Mrs. Bessie B. Compton, Leesburg, Florida.
12. J. H. Fulks, Gainesville, Florida.
13. J. L. Boone, Tallahassee, Florida.
14. Miriam Pasteur, Live Oak, Florida.
15. Mrs. H. J. Rogers, *nee* Rose, DeFuniak Springs, Florida.
16. M. J. Okerlund, Tampa, Florida.
17. C. P. Walker, Milton, Florida.
18. H. E. Bennett, DeFuniak Springs, Florida.
19. H. J. Rogers, DeFuniak Springs, Florida.
20. Claudia Miller, Orlando, Florida.
21. Pauline Pugh Arnold, Jacksonville, Florida.
22. Caroline Mays Brevard, Tallahassee, Florida.
23. Annie H. Porter, Jacksonville, Florida.
24. Posey Taylor, Lloyds, Florida.
25. Hattie Carpenter, Miami, Florida.
26. Christine Gillis, DeFuniak Springs, Florida.
27. W. H. Russell, Fernandina, Florida.
28. W. E. Knibloe, Tallahassee, Florida.
29. H. A. Ferrell, Apalachicola, Florida.
30. F. A. Hathaway, Jacksonville, Florida.
31. W. N. Sheats, Lakeland, Florida.
32. Homer E. Wakefield, Seabreeze, Florida.
33. G. A. Stephens, Palatka, Florida.
34. R. B. Rutherford, Jacksonville, Florida.
35. W. E. Bell, DeFuniak Springs, Florida.
36. J. G. Fertig, Lake Butler, Florida.
37. Mrs. J. G. Fertig, Lake Butler, Florida.
38. Asa B. Clark, Deceased.
39. Mattie Van Fleet, Lake City, Florida.
40. R. M. Evans, Kissimmee, Florida.
41. J. H. Seldon, Bronson, Florida.
42. C. A. Keith, Punta Gorda, Florida.
43. E. M. Hyde, Winter Park, Florida.

44. J. H. Workman, Ocala, Florida.
45. W. L. Ousterhoudt, Fort Myers, Florida.
46. T. J. McBeath, Mayo, Florida.
47. R. B. Huffaker, Bartow, Florida.
48. J. L. Wright, Daytona, Florida.
49. R. M. Ray, Plant City, Florida.
50. M. P. Geiger, Key West, Florida.
51. W. B. Cate, Madison, Florida.
52. L. S. Barber, Tallahassee, Florida.
53. P. W. Corr, Dade City, Florida.
54. Alys May Corr, Dade City, Florida.
55. P. G. Shaver, Wauchula, Florida.
56. Geo. M. Lynch, Gainesville, Florida.
57. Edward Conradi, Tallahassee, Florida.
58. Sara D. Griffin, Jacksonville, Florida.
59. J. G. Riley (Colored), Tallahassee, Florida.
60. Geo. H. Bontelle, Deceased.
61. J. W. Simmons, Orlando, Florida.
62. N. J. Perkins, Sanford, Florida.
63. M. L. Neal, Cocoa, Florida.
64. Theo. D. Culp, St. Augustine, Florida.
65. Elizabeth Blanchard, Miami, Florida.
66. Mrs. Frances Clayton, Tampa, Florida.
67. Elizabeth Venable, Jacksonville, Florida.
68. W. B. S. Crichlow, Palmetto, Florida.
69. B. B. Lane, Starke, Florida.
70. E. W. McMullen, Sutherland, Florida.
71. Sarah E. Bangs, Avon Park, Florida.
72. Edwin E. Macy, Eau Gallie, Florida.
73. Mary Riherd, Lake Butler, Florida.
74. Marian L. Kerr, Dade City, Florida.
75. Lilliam McGahey, Miami, Florida.
76. Guss Wilder, Arcadia, Florida.
77. Thos. B. Kirk, Bartow, Florida.
78. Nora Weakley, Gretna, Florida.
79. W. Wesley Smith, New Smyrna, Florida.

80. David M. Cook, Tampa, Florida.
81. Gracie Dell Fogg, Apopka, Florida.
82. Elsie V. Smith, Gainesville, Florida.
83. L. B. Edwards, Live Oak, Florida.

FIRST GRADE LIFE CERTIFICATES.

It is provided in the second paragraph of Section 373, General Statutes, that any person who has taught school in this State for six years under First Grade (County) Certificates, the average grade of each certificate (as construed by the Attorney-General) being not less than 90 per cent., and properly endorsed as being of good moral character and faithful and successful as an instructor and disciplinarian, may be awarded, without further examination, with this certificate, "good in any part of the State and of perpetual validity in the county where such endorsement is made."

The following are the addresses of those who have been awarded this certificate:

FIRST GRADE LIFE CERTIFICATE HOLDERS.

- No. 1. Olive Ray, Starke, Florida.
2. George F. Scott, Lawtey, Florida.
3. Mrs. L. A. Bennett, Crystal River, Florida.
4. Cora Eskridge, Inverness, Florida.
5. W. E. Knibloe, Jacksonville, Florida.
6. B. M. Lipscombe, Jacksonville, Florida.
7. M. T. Moore, Jacksonville, Florida.
8. Harry E. Graham, Pensacola, Florida.
9. Mrs. Frank Sampey, Tracy, Florida.
10. Pauline Reese, Pensacola, Florida.
11. Oliver B. Hall, Concord, Florida.
12. Robert M. Ray, Plant City, Florida.
13. Mamie Gramling, Tampa, Florida.
14. C. F. Mallory, Knights, Florida.

15. Mrs. Addine Gregory, Sanford, Florida.
16. Mrs. F. N. Clayton, Tampa, Florida.
17. S. B. Fletcher, Downing, Florida.
18. John W. Wideman, Tallahassee, Florida.
19. P. Wilson Green, Bellview, Florida.
20. F. A. Hathaway, Orlando, Florida.
21. Carrie M. Green, Palatka, Florida.
22. Claudia S. Miller, Live Oak, Florida.
23. John S. Garrason, Winter Haven, Florida.
24. J. W. McClung, Tampa, Florida.
25. W. H. Baughan, Holmes, Florida.
26. William T. Kennedy, Umatilla, Florida.
27. Maud Moore, Lisbon, Florida.
28. Mrs. Emma Bayley, Bartow, Florida.
29. Thomas B. Kirk, Lakeland, Florida.
30. Norma Pepper, Punta Gorda, Florida.
31. E. L. Richardson, Avon Park, Florida.
32. W. A. H. Hobbs, Cocanut Grove, Florida.
33. J. C. Brown, Westville, Florida.
34. Winifred E. Cobb, Tallahassee, Florida.
35. Ada F. Merritt, Buena Vista, Florida.
36. Henry Rickards, Oaklawn, Florida.
37. W. C. Baugh, Riverview, Florida.
38. Mrs. Ella LaF. Hamilton, Starke, Florida.
39. H. L. Swatts, Lakeland, Florida.
40. Mrs. Susan C. Stuart, Bradentown, Florida.
41. B. C. Graham, Tampa, Florida.
42. Mary S. Johnston, Tampa, Florida.
43. Evelyn M. Hamblen, St. Augustine, Florida.
44. Sr. M. Elizabeth, St. Augustine, Florida.
45. W. J. Maloy, Madison, Florida.
46. Clem Hampton, Tallahassee, Florida.
47. Mary Scott, Marianna, Florida.
48. J. H. Wooldridge, Sneads, Florida.
49. Eleanor M. Rawson, Jacksonville, Florida.
50. Beulah M. Warner, Jacksonville, Florida.

51. Mrs. R. B. Rutherford, Jacksonville, Florida.
52. R. B. Rutherford, St. Augustine, Florida.
53. Frank Elzey, Jacksonville, Florida.
54. O. M. Given, Bartow, Florida.
55. W. T. Gary, Ocala, Florida.
56. P. G. Woodruff, Westville, Florida.
57. A. Hercules, Monticello, Florida.
58. E. I. Mathews, Tallahassee, Florida.
59. Arthur Williams, Tallahassee, Florida.
60. L. D. Hathaway, Caryville, Florida.
61. Percy Geiger, Green Cove Springs, Florida.
62. J. E. Peper, Leesburg, Florida.
63. May Tomlinson, Lakeland, Florida.
64. Mrs. Maude Barron, Miami, Florida.
65. B. C. Nichols, Parrish, Florida.
66. Apenae Blow, Marianna, Florida.
67. Rowena Longmire, Tallahassee, Florida.
68. Mrs. Margaret G. Wilder, St. Petersburg, Fla.
69. Essie May Williams, Jacksonville, Florida.
70. Mattie P. Chapman, Plymouth, Florida.
71. Bertha Hodge, Live Oak, Florida.
72. Carlie A. Powers, Jacksonville, Florida.
73. Catherine Wicker, Tampa, Florida.
74. Nita O'Neal, Lamont, Florida.
75. Beman Milton, Marianna, Florida.
76. Sallie D. Wynns, Marianna, Florida.
77. Jessie Oakley, Deckard, Tennessee.
78. Sarah D. Griffin, Anthony, Florida.
79. W. D. G. Wine, Waukeenhah, Florida.
80. Mrs. R. M. Pollock, Jacksonville, Florida.
81. J. N. Overhultz, Keuka, Florida.
82. Nettie Hendricks, Fernandina, Florida.
83. Mrs. Myra Finley Himes, Palatka, Florida.
84. J. T. Mallicoat, Tampa, Florida.
85. Georgia Borger, Lake City, Florida.
86. J. R. Pomeroy, Stuart, Florida.

87. Norton Keathley, Brooksville, Florida.
88. J. H. Hargrett (colored), Tallahassee, Florida.
89. Jennie M. Payne, Fairfield, Florida.
90. Lillian B. Norton, Tampa, Florida.
91. Eunice DeLaney, Orlando, Florida.
92. Lula J. Bryan, Fernandina, Florida.
93. Lura Mead, Limona, Florida.
94. Ethel Suter, Pensacola, Florida.
95. Richard W. Erwin, Weirsdale, Florida.
96. Sister Mary Immaculate, San Antonia, Florida.
97. Chas. K. Allen, Crawfordville, Florida.
98. A. W. Jackson, White Springs, Florida.
99. Sister de Chantal, St. Augustine, Florida.
100. Minnie L. Bevis, Bascom, Florida.
101. Sallie R. Shuler, Bristol, Florida.
102. Virginia Wigfield, Live Oak, Florida.
103. L. M. Rehbinder, Geneva, Florida.
104. Grace P. Colb, Tallahassee, Florida.
105. Ellen Harnell, Jacksonville, Florida.
106. Mrs. A. B. Murphy, Bradentown, Florida.
107. Mary H. Turnley, Ocala, Florida.
108. Rose Noble, Inverness, Florida.
109. May Mabbette, Daytona, Florida.
110. Lulu Cochrane, Dade City, Florida.
111. Walter B. Jernigan, Milton, Florida.
112. William A. Cate, Madison, Florida.
113. Bernice Smith, Orlando, Florida.
114. Lucy Neusom, Williston, Florida.
115. Lily Geiger, Green Cove Springs, Florida.
116. Mollie E. Ray, Orlando, Florida.
117. Rachel C. Gaines, Leesburg, Florida.
118. Mrs. H. Bomford, Tampa, Florida.
119. J. Belle Witter, Tampa, Florida.
120. Sister M. Julia, St. Augustine, Florida.
121. Sarah E. McCreery, Ocala, Florida.
122. W. B. Hathaway, Bonifay, Florida.

123. Sister M. Genevieve, Armstrong, Florida.
124. Irene Brewer, Williston, Florida.
125. J. H. Owens, Lake City, Florida.
126. Pattie R. Lane, Brooksville, Florida.
127. Eva Bellinger, Waukeenah, Florida.
128. S. D. Gillis, Marianna, Florida.
129. Mrs. Edith Hunter, Mayo, Florida.
130. J. A. Jackson, Jasper, Florida.
131. Margaret E. Taylor, Ocala, Florida.
132. Helen Bryan, Jena, Florida.
133. Geo. S. Chaires (Colored), St. Augustine, Fla.
134. R. A. Gray, Tallahassee, Florida.
135. Ruth Newell Upson, Jacksonville, Florida.
136. Nellie Hooper, South Jacksonville, Florida.
137. Mrs. Mary L. Tomlin, Plant City, Florida.
138. Mrs. H. V. Copeland, St. Augustine, Florida.
139. Nellie B. Frink, Jasper, Florida.
140. Mrs. M. L. Horton, Jasper, Florida.
141. Nita R. Lovelace, Gainesville, Florida.
142. Pearl Altman, Jasper, Florida.
143. Sister M. Fidelis, St. Augustine, Florida.
144. Sister M. Agnita, St. Augustine, Florida.
145. Minnie S. Thompson, Tampa, Florida.
146. W. C. Brown (Colored), Macclenny, Florida.
147. Mrs. Ettie M. Matthews, Panama City, Florida.
148. Mary G. Campbell, DeFuniak Springs, Florida.

LIFE EXTENSION OF FIRST GRADE CERTIFICATES.

The first paragraph of Section 373, General Statutes, provides that the holder of an unexpired First Grade (County) Certificate, who presents satisfactory evidence of having taught successfully for twenty years in this State, nine of these years under certificates issued (in this State) since January 1, A. D. 1894, and of being of good moral character and faithful and successful as an instructor and disciplinarian, may, upon such further

examination as the County Superintendent may deem necessary, secure an endorsement of his or her First Grade Certificate, making it perpetually valid during the life of the holder in the county where the certificate is endorsed.

The following are the addresses of teachers having obtained this Life Extension of their First Grade Certificates:

- No. 1. James M. Tate, Roberts, Florida.
2. Nellie T. Myrick, Jacksonville, Florida.
3. Annis B. King, Jacksonville, Florida.
4. Lovie Turner, Key West, Florida.
5. Mrs. Anna P. McElvaine (Colored), Gainesville, Florida.
6. L. F. Johnson (colored), Orlando, Florida.
7. Mrs. W. G. Johnson, Orlando, Florida.
8. Geo. W. Houston (colored), Live Oak, Florida.
9. Mrs. Ella W. Richardson, Jacksonville, Florida.
10. M. E. McIver, Jacksonville, Florida.
11. Mary M. McLaurin, Jacksonville, Florida.
12. J. G. Riley (colored), Tallahassee, Florida.
13. Mrs. A. D. Tatum, Monticello, Florida.
14. E. Emma Dart, Apopka, Florida.
15. Mary E. Dart, Apopka, Florida.
16. H. W. Demilly, Tallahassee, Florida.
17. O. J. Moore, Lisbon, Florida.
18. Mrs. M. A. Crane, Tampa, Florida.
19. H. Richardson (colored), Lake City, Florida.
20. W. H. Peck (colored), Fernandina, Florida.
21. Roberta J. Wiggins (colored), Jacksonville, Fla.
22. Henry P. Belknap, Gotha, Florida.
23. Cupid A. Whitfield (colored), Mount Pleasant, Florida.
24. Hortense Broward, Jacksonville, Florida.
25. B. F. Hartwell (colored), Green Cove Springs, Florida.

26. Mrs. M. D. Holmes (colored), Palatka, Florida.
27. Annie H. Verelst, Plummers, Florida.
28. Mrs. F. M. Grier, Tampa, Florida.
29. F. H. Toennies, Tampa, Florida.
30. J. B. Pumphrey, Apalachicola, Florida.
31. Mrs. G. C. Loennecker, Jr., Homossassa, Florida.
32. Mrs. S. N. Sampey, Pensacola, Florida.
33. O. F. Long (colored), Greenwood, Florida.
34. M. W. Ross (colored), Green Cove Springs, Fla.
35. B. J. Baker (colored), Live Oak, Florida.
36. Mrs. W. F. C. Dukes (colored), Lake City, Fla.
37. Edna B. Willicombe, DeLeon Springs, Florida.
38. Laura B. Howren, Tallahassee, Florida.
39. Mary C. Bryan, Kissimmee, Florida.
40. Hattie Hendrix, Plant City, Florida.
41. S. F. Hadley (colored), DeLand, Florida.

PRIMARY LIFE CERTIFICATES.

It was provided in Section 9, Chapter 4192, Session Laws of 1893, that the State Superintendent might issue Life Certificates to eminently successful Kindergarten or Primary teachers, who had taught three years in this State. This provision has been repealed by the third paragraph of Section 373, General Statutes, but the Certificates already issued were not invalidated.

The following are the addresses of persons holding this certificate:

- No. 1. Mrs. Allie A. Washington, Jacksonville, Florida
2. Mary H. Hater, Jacksonville, Florida.
3. Mrs. Mary F. Shepard, Jacksonville, Florida.
4. Mrs. Ida F. Hamm, Jacksonville, Florida.
5. Mrs. Lucy A. Jeffries, Jacksonville, Florida.
6. Mrs. Ella Bogart, Jacksonville, Florida.
7. Lou P. Briggs, Jacksonville, Florida.
8. Beulah Budwig, Jacksonville, Florida.

9. Ella Ford, Palatka, Florida.
10. Henrietta Chaires, Deceased.
11. Mrs. E. J. Wilson, Pensacola, Florida.
12. Fannie Henderson, Pensacola, Florida.
13. Nannie Wentworth, Pensacola, Florida.
14. Mrs. Helen T. Mitchell, Pensacola, Florida.
15. Mrs. A. W. McReynolds, Pensacola, Florida.
16. Fannie Clark, Ocala, Florida.
17. Miss Hattie G. Spiro, Ocala, Florida.
18. A. C. Russell, Altoona, Florida.
19. Mrs. M. A. Trafton, Eustis, Florida.
20. Mrs. Ida Roberts, Milton, Florida.
21. Myrtle McCreery, Jasper, Florida.

AGED TEACHERS' CERTIFICATES.

It was provided in Chapter 4995, Session Laws of 1901, that any person who made satisfactory proof of having taught the whole or a part of each of the twenty years prior to January 1, 1900, in public or private schools of this State, and had secured at least one certificate, of any grade, under the present uniform examination laws, should be relieved of further examination and granted a certificate entitling the holder to teach only in Primary and Intermediate grades in any school where the majority of the patrons might select such teacher.

The Legislature of 1903, in the first section of Chapter 3204, repealed the provisions for this certificate, but the certificates already issued were not invalidated.

The following are the addresses of those to whom this certificate was issued:

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| No. | 1. Mary E. Bailey, Gainesville, Florida. |
| | 2. C. C. Singleton (colored), Blountstown, Florida. |
| | 3. H. Richardson (colored), Lake City, Florida. |
| | 4. Mrs. Ella W. Richardson, Jacksonville, Florida. |
| | 5. Mrs. Tallulah B. Wilson, Jacksonville, Florida. |

6. Annis B. King, Jacksonville, Florida.
7. Agnes M. Edwards (colored), Jacksonville, Fla.
8. Geo. W. Houston (colored), Jacksonville, Fla.
9. I. E. Allen, Brent, Florida.
10. John A. Gibson (colored), Pensacola, Florida.
11. A. M. DeVaughn (colored), Pensacola, Florida.
12. Henrietta E. McIver, Tampa, Florida.
13. D. C. Curry (colored), Quincy, Florida.
14. T. J. McDade, Holmes, Florida.
15. Clem Hampton, Gainesville, Florida.
16. T. J. Key, Westville, Florida.
17. C. C. Gunn, Marianna, Florida.
18. Mrs. M. J. Bevis, Kella, Florida
19. J. A. Jackson (colored), Marianna, Florida.
20. D. G. Gilbert (colored), Cottondale, Florida.
21. C. L. Pinkard (colored), Cottondale, Florida.
22. Mrs. V. P. Williams, Leesburg, Florida.
23. J. H. Wester (colored), Tallahassee, Florida.
24. G. W. McGriff (colored), Bradfordville, Florida.
25. Mrs. R. A. McGriff (colored).
26. Mrs. H. T. Robinson (colored), Tallahassee, Fla.
27. J Wesley Davis (colored), Tallahassee, Florida.
28. J. G. Riley (colored), Tallahassee, Florida.
29. H. E. Partridge, Monticello, Florida.
30. Kate P. Bellinger, Waukeenah, Florida.
31. Lovie Turner, Key West, Florida.
32. Mrs. Charlotte Gould, Key West, Florida.
33. Mary Dunn, Key West, Florida.
34. Mildred Shavers (colored), Key West, Florida.
35. Julia English (colored), Key West, Florida.
36. Laura Grillon, Key West, Florida.
37. Ella Hayman, Key West, Florida.
38. Carrie Messina, Key West, Florida.
39. Sarah Ann McInnis, Key West, Florida.
40. F. E. Cooper, Dade City, Florida.
41. W. H. Blackburn, Bowling Green, Florida.

- 42. W. L. McInnis, O'Brien, Florida.
- 43. L. L. Charles, Caryville, Florida.

PRIMARY CERTIFICATES.

Section 8, of Chapter 5204, Session Laws of 1895, authorized the State Superintendent to hold examinations and to issue certificates to applicants furnishing satisfactory proof of peculiar fitness for primary teaching and making a grade of 80 per cent. in examination on primary methods and studies. Primary Certificates are good for four years, are limited to teaching in the first, second and third grades of primary departments of regularly graded schools and public kindergartens, and may be extended to life validity by the State Superintendent on satisfactory proof being made that the holder has taught successfully four years under such certificate. (See last clause of Section 373, General Statutes.)

The following are the addresses of those to whom this grade of certificate has been issued:

- No. 1. Sophia Merry, Micanopy, Florida.
- 2. Elizabeth McLeary, Jacksonville, Florida.
- 3. Mrs. Effie R. Sensabaugh, Bartow, Florida.
- 4. Mrs. Anna Hooker, Bartow, Florida.
- 5. Carlie Powers, Jacksonville, Florida.
- 6. Maud Schwalmeyer, Bartow, Florida.
- 7. Mosefle Cook, Jacksonville, Florida.
- 8. Mrs. L. M. Fleming, Jacksonville, Florida.
- 9. Lula W. McKinlay, Jacksonville, Florida.
- 10. Nellie C. Stevens, Ocala, Florida.
- 11. Mrs. R. W. Erwin, Lakeland, Florida.
- 12. Adaline Austin, DeLand, Florida.
- 13. Ella M. Mendenhall, Eustis, Florida.
- 14. Stella M. Peter, Leesburg, Florida.
- 15. Corrie McClinton, Deceased.
- 16. Ruth A. Candlish, Jacksonville, Florida.

17. Mrs. Adelaide J. Garrett, Palatka, Florida.
18. Margaret C. Fairlie, Jacksonville, Florida.
19. Grace A. Pinnell, Bronson, Florida.
20. Margaret W. Cotton, Tallahassee, Florida.
21. Jessie Cail, Island Grove, Florida.
22. Eunice McCullough, Miami, Florida.
23. Stella B. Mims, Bonaventure, Florida.
24. Florence C. Balis, Gainesville, Florida.
25. Katherine LaFontisee, Gainesville, Florida.
26. Louise LaFontisee, Gainesville, Florida.
27. Mabel Sanchez, Gainesville, Florida.
28. Fannie Mizelle, Melrose, Florida.
29. Nita R. Lovelace, Starke, Florida.
30. Rowena Longmire, Bartow, Florida.
31. Jessie Morrell, St. Petersburg, Florida.
32. Caroline W. Hentz, Marianna, Florida.
33. Mary McKinnon, DeFuniak Springs, Florida.
34. Katherine U. Falana, Middleburg, Florida.
35. E. Eddie Rawls, Greenwood, Florida.
36. Callie Robinson, Palmetto, Florida.
37. Adele Williamson, Laurel Hill, Florida.
38. Sarah McLeod, DeFuniak Springs, Florida.
39. Sue F. May, Ashville, Florida.
40. Eddie Love Morress, Ebb, Florida.
41. Amy Lee Harris, Monticello, Florida.
42. Mrs. B. H. Hopkins, Jacksonville, Florida.
43. Lena Gould, Jacksonville, Florida.
44. Phronia Jackson, Rockbluff, Florida.
45. Cora C. Griffin, Ocala, Florida.
46. Daisy Brooke, Dade City, Florida.
47. Claudia Ambrose, Waldo, Florida.
48. Mrs. C. A. Smyth, Dade City, Florida.
49. Lizzie Britt, Port Tampa, Florida.
50. Mrs. M. H. Smith, Live Oak, Florida.
51. Ida Dickey, Lake City, Florida.
52. Julia Kennedy, Gainesville, Florida.

53. Eddie Geiger, Green Cove Springs, Florida.
54. Bar D. Garrett, Inverness, Florida.
55. Connie Buttrick, Asheville, North Carolina.
56. Elsie Dickenson, Tampa, Florida.
57. Mrs. Neta Fleagle, Tampa, Florida.
58. Lizzie Lenfesty, Tampa, Florida.
59. Jennie Stowell, Tampa, Florida.
60. Faith H. Stowell, Tampa, Florida.
61. M. E. Crilley, Tampa, Florida.
62. Mrs. Emily Keagy, St. Petersburg, Florida.
63. Louise G. Morton, Tampa, Florida.
64. Fannie Cumming, Tampa, Florida.
65. Mrs. Ella LaF. Hamilton, Gainesville, Florida.
66. Grace T. Goold, West Palm Beach, Florida.
67. Mrs. Ada M. Ground, Jacksonville, Florida.
68. Frances C. Barnard, West Palm Beach, Florida.
69. Lillian McCullough, Holder, Florida.
70. Alice Wilson, Bradentown, Florida.
71. Mrs. Annie Barber, Brooksville, Florida.
72. Ellie G. Wentworth, Pensacola, Florida.
73. Mrs. J. A. Lovelace, Tampa, Florida.
74. Mrs. M. A. Macy, Malabar, Florida.
75. Mrs. M. J. Knight, Jacksonville, Florida.
76. Lottie G. Eccles, DeLand, Florida.
77. Mrs. E. G. Burney, Plant City, Florida.
78. Mrs. M.D. Reece, Oxford, Florida.
79. Alice Leitner, Bartow, Florida.
80. Martha Somerville, Jacksonville, Florida.
81. Elizabeth Moore, Belleair, Florida.
82. Mary Hardee, Tampa, Florida.
83. Mrs. A. C. Porterfield, Tampa, Florida.
84. Ethel C. Bachman, St. Petersburg, Florida.
85. Alice Tedder, Bradentown, Florida.
86. Vallie Grace, Evinston, Florida.
87. Clara Joyner, Eustis, Florida.
88. Lillie Bates, Lake City, Florida.

89. Olive Andrews, Pensacola, Florida.
90. Gracia Saunders, Lakeland, Florida.
91. Rebecca F. Bearden, Monticello, Florida.
92. Nellie Kellam, Palatka, Florida.
93. Bessie Spain, Palatka, Florida.
94. Mrs. C. M. Baldwin, Melrose, Florida.
95. Eva L. Poole, Waldo, Florida.
96. Lucile Haecker, Daytona, Florida.
97. Ada B. Coughlin, St. Augustine, Florida.
98. Maude Norwood, Bushnell, Florida.
99. Nellie McQuarrie, DeFuniak Springs, Florida.
100. Elma Geiger, Cocoa, Florida.
101. Dollie Semmes, San Antonio, Florida.
102. Margaret E. Taylor, Ocala, Florida.
103. Florence Anderson, Jasper, Florida.
104. Ruby Parnelle, Lake City, Florida.
105. Mrs. M. J. Harter, Sparr, Florida.
106. Thetis Donalson, Luther, Florida.
107. Essie Godfrey, Bluff Springs, Florida.
108. America Pillans, Electra, Florida.
109. Viola Erhart, DeLand, Florida.
110. Nellie Thomas, Aucilla, Florida.
111. Marie McConnell, Tallahassee, Florida.
112. Nellie E. Cook, Jacksonville, Florida.
113. Maude Kennedy, Tampa, Florida.
114. Mr. W. J. Odom, Fort Myers, Florida.
115. Elizabeth H. Welch, Apopka, Florida.
116. Mary E. Bailey, Gainesville, Florida.
117. Annie E. McMillan, Tallahassee, Florida.
118. Emma Child, Tallahassee, Florida.
119. Jennie Williams, Quincy, Florida.
120. Venetia M. Poppell, Kathleen, Florida.
121. Susie Teeter, Hawthorn, Florida.
122. Mary Berkstresser, Hawthorn, Florida.
123. Saloma Sims, Anthony, Florida.
124. Emma Yowell, Kissimmee, Florida.

125. Jimmie Green, Branford, Florida.
126. Minnie L. Bevis, Bascom, Florida.
127. Mrs. Beatrice Gramling, DeFuniak Springs, Fla.
128. Edith Moulton, Winter Haven, Florida.
129. Lena McCreary, Lakeland, Florida.
130. Lorena Grier, West Palm Beach, Florida.
131. Annie Hemming, Welborn, Florida.
132. Grace Berry, Jasper, Florida.
133. Zella Overstreet, DeFuniak Springs, Florida.
134. Mrs. Emma M. Williamson, Arcadia, Florida.
135. Mrs. E. S. Hudson, Miami, Florida.
136. Mrs. Jasper Evers, Plant City, Florida.
137. Mrs. F. D. Posey, Tampa, Florida.
138. Adele Williamson, Laurel Hill, Florida.
139. Willibel McDonald, DeFuniak Springs, Florida.
140. Wilhelmina Hooks, Lakeland, Florida.
141. Alice Godfrey, Milton, Florida.
142. Kate Colyer, Jacksonville, Florida.
143. Christian McKinnon, DeFuniak Springs, Fla.
144. Alice Yniestra, Pensacola, Florida.
145. Sparta Blow, Graceville, Florida.
146. Adelia Pender, Greenwood, Florida.
147. Mrs. A. B. Carrier, West Palm Beach, Florida.
148. Madula Woolf, Alachua, Florida.
149. Essie Sale, Lovett, Florida.
150. Annie Lucas, Inverness, Florida.
151. Verda Thompson, Lakeland, Florida.
152. Mae Burkett, Dade City, Florida.
153. Gertrude Boothby, Cedar Key, Florida.
154. Flossie Wiley, Clearwater, Florida.
155. Georgia Slater, Pinetta, Florida.
156. Mrs. G. E. Muriel, Jacksonville, Florida.
157. Ethel A. Wicker, Tampa, Florida.
158. Mary E. Moore, Madison, Florida.
159. Whittie Dickinson, Madison, Florida.
160. Katharine Loftin, Pensacola, Florida.

161. Mary C. Bryan, Kissimmee, Florida.
162. Eugenia Hendry, Shady Grove, Florida.
163. Flora Morgan, Shady Grove, Florida.
164. Charlotte E. Bradley, DeLand, Florida.
165. Corinne E. Epperson, Bronson, Florida.
166. Inez Cochrane, Dade City, Florida.
167. Maggie Miles, Ft. Meade, Florida.
168. Eleanor A. Murdock, Tampa, Florida.
169. Clara Worth, Tampa, Florida.
170. Eva M. Baker, Floral City, Florida.
171. Mrs. F. A. Howze, Palmetto, Florida.
172. Mae Smith, Tampa, Florida.
173. Minnie Russell, DeLand, Florida.
174. Adele T. Burroughs, Jacksonville, Florida.
175. F. A. Campbell, Jacksonville, Florida.
176. Janie Crilly, Tampa, Florida.
177. Katherine Ludwig, Jacksonville, Florida.
178. Mrs. A. B. Gerner, Tampa, Florida.
179. Ethel Bouchelle, DeLand, Florida.
180. Nannie Chaires, Tallahassee, Florida.
181. Rebecca L. Clapp, Tampa, Florida.
182. Katherine Ely, Jacksonville, Florida.
183. Lottie Green, Branford, Florida.
184. Sue Hemming, Melbourn, Florida.
185. Mabel Carroll, Dade City, Florida.
186. Madge Wallace, Jacksonville, Florida.
187. Genevieve Pierce, Apalachicola, Florida.
188. Sadie Wise, Lake City, Florida.
189. Emma O. Helseth, Oslo, Florida.
190. Sarah F. Johnson, Perry, Florida.
191. Pearl Patch, Orlando, Florida.
192. Daisy Poole, DeLand, Florida.
193. Edna Hudnall, Jacksonville, Florida.
194. Lillian Page, DeLand, Florida.
195. Edna Ottke, St. Petersburg, Florida.
196. Lula Cochrane, Dade City, Florida.

197. Mrs. H. A. Laycock, Ft. Myers, Florida.
198. Corinne Finley, Tallahassee, Florida.
199. Rosa Yawn, Tallahassee, Florida.
200. Mattie Williams, Malone, Florida.
201. Mrs. Wallace Moore, Tampa, Florida.
202. Winnifred Streater, Lakeland, Florida.
203. Robin Graham, Tampa, Florida.
204. Annie A. Kellogg, LaBelle, Florida.
205. Edyth L. Bainter, Daytona, Florida.
206. Almeada Arrowsmith, Jacksonville, Florida.
207. Laura E. Taylor, Jacksonville, Florida.
208. Wilhelmina Lee, Dade City, Florida.
209. Floy Hendry, Ft. Green, Florida.
210. Georgia Peters, Youmans, Florida.
211. Mamie Strickland, Tampa, Florida.
212. Pearl Futch, Alachua, Florida.
213. Anna M. Orr, Stuart, Florida.
214. Nannie Grant Ward, Dade City, Florida.

PTIMARY LIFE CERTIFICATES.

Primary Certificates issued under Section 373, General Statutes, may be extended to life validity by the State Superintendent on satisfactory proof being made that the holder has taught successfully for four years under such certificate. The following are the addresses of those to whom this certificate has been issued:

- No. 1. Sophia Merry, Micanopy, Florida.
2. Mrs. Annie Hooker, Bartow, Florida.
3. Nellie C. Stevens, Ocala, Florida.
4. Maud Schwalmeyer, Bartow, Florida.
5. Moselle Cooke, Jacksonville, Florida.
6. Mrs. A. Austin Pugh, Miami, Florida.
7. Margaret C. Fairlie, Jacksonville, Florida.
8. Mrs. R. W. Erwin, Tampa, Florida.
9. Stella M. Peter, Leesburg, Florida.

10. Ella M. Mendenhall, Eustis, Florida.
11. Adelaide Garrett Merriday, Palatka, Florida.
12. Ruth A. Candlish, Jacksonville, Florida.
13. Corrie McClinton, Deceased.
14. Mrs. L. M. Fleming, Jacksonville, Florida.
15. Lula W. McKinlay, Jacksonville, Florida.
16. Stella B. Mims, Bonaventure, Florida.
17. Mabel Sanchez, Gainesville, Florida.
18. Florence C. Balis, Gainesville, Florida.
19. Mrs. F. Mizelle Hunter, Jasper, Florida.
20. Mrs. K. LaFontisee Barron, DeLand, Florida.
21. Caroline W. Hentz, Marianna, Florida.
22. Louise LaFontisee, Quincy, Florida.
23. Ida Dickey, Auburndale, Florida.
24. Mrs. B. H. Hopkins, Jacksonville, Florida.
25. Sue F. May, Aucilla, Florida.
26. Daisy Brook, Dade City, Florida.
27. Mrs. Emily Keagy, St. Petersburg, Florida.
28. Lena Gould, Jacksonville, Florida.
29. Mrs. A. M. Ground, Jacksonville, Florida.
30. Eddie Love Morress, Perry, Florida.
31. Amy Lee Harris, West Palm Beach, Florida.
32. Jessie Morrell, St. Petersburg, Florida.
33. Phronia Jackson, Rockbluff, Florida.
34. Claudia Ambrose, Waldo, Florida.
35. Julia Kennedy, Gainesville, Florida.
36. Mary McKinnon, DeFuniak Springs, Florida.
37. Mrs. A. C. Smyth, Tampa, Florida.
38. Mary McDonald, DeFuniak Springs, Florida.
39. Mrs. N. H. Fleagle, Tampa, Florida.
40. Fannie Cumming, Tampa, Florida.
41. Jennie Stowell, Tampa, Florida.
42. Faith H. Stowell, Tampa, Florida.
43. Lizzie Lenfesty, Tampa, Florida.
44. M. E. Crilly, Tampa, Florida.
45. Mrs. M. D. Reece, Oxford, Florida.

46. Mrs. M. A. Macy, Eau Gallie, Florida.
47. Lizzie Britt, Port Tampa City, Florida.
48. Ellie G. Wentworth, Pensacola, Florida.
49. Mrs. E. G. Burney, Plant City, Florida.
50. Cora C. Griffin, Anthony, Florida.
51. Alice Wilson, Bradentown, Florida.
52. Lottie G. Eccles, DeLand, Florida.
53. Mrs. J. A. Lovelace, Tampa, Florida.
54. Mrs. A. C. Porterfield, Tampa, Florida.
55. Martha L. Somerville, Jacksonville, Florida.
56. Mary Hardee, Tampa, Florida.
57. Rebecca Bearden, Monticello, Florida.
58. Mrs. Hafford Jones, Tampa, Florida.
59. Mrs. R. H. Weaver, Mayo, Florida.
60. Eva L. Poole, DeLand, Florida.
61. Nita R. Lovelace, Gainesville, Florida.
62. Ethel C. Bachman, St. Petersburg, Florida.
63. Clara L. Joyner, Eustis, Florida.
64. Maude J. Harter, Tampa, Florida.
65. Margaret E. Taylor, Ocala, Florida.
66. Nellie Thomas, Aucilla, Florida.

SPECIAL CERTIFICATES.

It was provided in Section 369, General Statutes, that a Special Certificate may be issued by the State Superintendent to any eligible applicant who shall furnish satisfactory testimonials as to peculiar fitness for teaching any one or more branches not included in the requirements for second grade certificates, and shall make a grade of not less than 90 per cent. on such branch or branches in such examination as shall be prescribed by the State Superintendent with such assistants as he may select. A Special Certificate shall be valid for five years from the date of issue, and only for teaching the special branch or branches for which it shall have been issued. Applicants for Special Certificates are required to pass

the identical examinations required of applicants for State Certificates when the subjects are the same.

The following are the addresses of persons who have obtained such certificates:

1. R. W. Smallwood (Latin, Algebra, Geometry), Quincy, Fla.
2. Hattie E. Whelpley (Music), Brooksville, Fla.
3. Mattie Van Fleet (Latin, General History, Literature, Rhetoric, Botany), Auburndale, Fla.
4. Bernard L. Gonzalez (Spanish), Tampa, Fla.
5. Julia May Peek (Music), Starke, Fla.
6. Mrs. Windsor Smith (Music), St. Petersburg, Fla.
7. Sarah H. Bayne (Rhetoric, Literature, General History), Miami, Fla.
8. L. B. Lockhart (Physics, Geometry, Algebra, Trigonometry, Chemistry), Pensacola, Fla.
9. Mrs. J. S. Dinwoodie (Music), Tampa, Fla.
10. Agnes E. Fairlie (Algebra, Geometry, Trigonometry, Psychology), Jacksonville, Fla.
11. Frances Huddleston (Latin), Jacksonville, Fla.
12. C. A. Wilkinson (Latin), Daytona, Fla.
13. Emma M. Williams (Rhetoric, Bookkeeping), St. Petersburg, Fla.
14. Joseph Prado (Spanish), Tampa, Fla.
15. Helen Parkerson (Music), Tampa, Fla.
16. B. A. Stovall (Manual Training), St. Petersburg, Fla.
17. Margaret Russell (Domestic Science), St. Petersburg, Fla.
18. Emily P. Wilburn (Drawing), Tampa, Fla.
19. Imogen S. Farnham (Algebra, Plane Geometry, Music), West Palm Beach, Fla.
20. G. L. Spillman (Latin, German, French, General History), Jacksonville, Fla.
21. Max Lautenbach (Algebra, Physics, Geometry, Trigonometry), Tallahassee, Fla.

22. Elden V. James (Psychology, General History), West Palm Beach, Fla.
23. Elizabeth N. Blanding (Physics, Zoology, English Literature), Gainesville, Fla.
24. James O. Bickley (Physics, Zoology, Algebra, Physical Geography, General History, Trigonometry), Marianna, Fla.
25. Halcia E. Bower (Algebra, Physics), Jacksonville, Fla.
26. Emma Moore Williams (Stenography), St. Petersburg, Fla.
27. Jessie G. Criste (Music, Drawing), Brooksville, Fla.
28. Eugenia F. Hoy (Music), Tampa, Fla.
29. Stella Margaret Peter (Botany), Leesburg, Fla.
30. Arthur W. Calhoun (Latin, General History), St. Petersburg, Fla.
31. O. P. Fralick (Manual Training, Drawing), St. Petersburg, Fla.
32. W. R. Shaw (Geometry, Trigonometry), St. Petersburg, Fla.
33. Margaret Goode (Botany, Zoology, Geometry), Ocala, Fla.
34. M. C. Hood (Drawing), Orlando, Fla.
35. Huldah Kreher (Music), Tampa, Fla.
36. W. Byron Hathaway (Spanish), Eustis, Fla.
37. Mrs. Annie Averette (Spanish), St. Augustine, Fla.
38. Ruby Hawkins (Rhetoric, Zoology, English Literature, Geometry, General History), Alachua, Fla.
39. Mary E. Woodberry (Civil Government, Physical Geography, Algebra), Chaires, Fla.
40. Emily Morley (Drawing), Pensacola, Fla.
41. M. C. McIntosh (Algebra, Geometry, Civil Government, Physical Geography), Hawthorn, Fla.
42. Mrs. Irene Pennington (General History, Literature, Psychology, Botany, Zoology, Rhetoric), Jensen, Fla.

43. Anna Herron (French, Latin), Plant City, Fla.
44. Frances G. Heverlo (Domestic Science), St. Petersburg, Fla.
45. A. H. Thompson (Chemistry, Physics, Biology), West Palm Beach, Fla.
46. Hermann Staab (Spanish, German, French), St. Petersburg, Fla.
47. Elizabeth Allen (Manual Training), St. Petersburg, Fla.
48. Mrs. Flörine Davis Posey (Drawing), Montgomery, Ala.
49. F. W. Buchholz (German, Latin, Geometry, Trigonometry), Tampa, Fla.
- 50 William Tyler (Bookkeeping, Stenography), Pensacola, Fla.
51. Emma D. Chandler (Drawing), Pensacola, Fla.
52. Mrs. Lula B. Bradford (Literature, Rhetoric), Tampa, Fla.
53. Edith Hearst (Latin, Literature, General History), St. Petersburg, Fla.
54. Clara Wilkinson (Latin, French), Daytona, Fla.
55. Thos. G. Stokes (Rhetoric, Botany, Trigonometry, Literature, Psychology, General History), Leesburg, Fla.
56. C. B. Beck (Latin, German, Physical Geography, Literature), Plant City, Fla.
57. Lucile Gregory (Rhetoric, Literature, General History, Physical Geography), Quincy, Fla.
58. Mary M. Blitch (Latin, Rhetoric), Pensacola, Fla.
59. Mamie R. Ray (Zoology, Chemistry), Plant City, Fla.
60. Mrs. C. S. June (Psychology, Kindergarten Methods), West Palm Beach.

61. Sarah P. Cameron (Psychology, Kindergarten Methods), West Palm Beach.
62. Elizabeth Pearse (Drawing, Music), West Palm Beach, Fla.
63. Madeline McCall (Drawing), Miami, Fla.
64. Leon G. Stevens (Latin, General History), Miami, Fla.
65. Ruth Hayden (Domestic Science, Drawing), Tampa, Fla.
66. J. E. Witherspoon (Geometry, Trigonometry Latin, Physics, Algebra), Bartow, Fla.
67. Mary Reynolds (French, Literature), Ocala, Fla.
68. Emma Moore Williams (Bookkeeping, Rhetoric, Literature, Stenography), St. Petersburg, Fla.
69. W. A. Lester (Rhetoric, Literature, Geometry, Trigonometry, General History), Tallahassee, Fla.
70. Willa M. Dush (Shorthand, Bookkeeping), Miami, Fla.
71. H. D. Fetzen (Algebra, Physical Geography), Tallahassee, Fla.
72. Charles H. Gunter (Latin, German, French, Spanish), Tallahassee, Fla.
73. Mattie Forester (Music), Ft. Meade, Fla.
74. Lurline Roberts (General History), Key West, Fla.
75. M. E. Russell (Latin), Key West, Fla.
76. D. M. Bernard (Geometry, Trigonometry, Algebra), Jacksonville, Fla.
77. Leila F. Farris (Physical Geography, Algebra, Geometry), Punta Gorda, Fla.
78. John F. Farrow (Physics, Chemistry, Botany), Lakeland, Fla.
79. Anne B. Montgomery (Latin, Algebra, Trigonometry, Geometry), Live Oak, Fla.

ORTHOGRAPHY.

USED SEPTEMBER 3, 1912.

(From Hunt's Speller.)

1. Define a primitive word, a derivative word, synonyms, homophones, homonyms. Give an example of each. 10 Credits.
2. Explain the use of the dieresis, also that of the hyphen. Give five examples of each. 10 Credits.
3. Give the table of diacritical marks. 10 Credits.
4. Give a word of Latin origin with a suffix meaning pertaining to: the eye, the day, the back, a jest, ships. 10 Credits.
5. Divide into syllables, indicate the accent, and mark diacritically the following words: vehement, exquisite, finance, alternate, horror. 10 Credits.

WORD LIST.

USED SEPTEMBER 3, 1912.

(To begin the examination, give each examinee a piece of blank paper, on which are to be written the twenty-five words here given. The examiner will pronounce distinctly each word one time and, without any delay for exchanging or correction, collect the papers before handing out questions for further work. Count off for each word missed 2 per cent. from the twenty-five of these words, and grade each of the topics 10 per cent.):

- | | | |
|-----------------|-----------------|---------------------|
| 1. sacrilege | 10. precede | 19. iridescent |
| 2. elucidate | 11. cylindric | 20. omniscience |
| 3. discrepancy | 12. pharynx | 21. antiseptic |
| 4. saccharine | 13. despicable | 22. supersede |
| 5. reversible | 14. license | 23. scalene |
| 6. palisade | 15. celestial | 24. asphyxia |
| 7. indigestible | 16. fallibility | 25. crystallization |
| 8. antecedent | 17. virulent | |
| 9. perceptible | 18. saponaceous | |

READING.

USED SEPTEMBER 3, 1912.

1. What relation has phonics to reading? Define articulation. Upon what does good expression mainly depend? 10 Credits.

2. Discuss the value of drill in tone and inflection. 10 Credits.

3. What are the ends to be attained by silent reading in grammar grades? Explain your method of giving the proper training in such reading. 10 Credits.

4. Show why reading is the most fundamental branch of the elementary course of study. 10 Credits.

5. Discuss the following: "No greater service can be rendered to the child than to arouse in him the love of good books." 10 Credits.

6-10. Read an extract of not less than ten lines each of prose and poetry for the examiner.

(Examiner will grade from 0 to 25 each extract read, and deliver same to the Grading Committee to be added by it to the grading of the questions above.)

GRAMMAR.

USED JUNE 4, 1912.

(From English Grammar, by Lawton B. Evans.)

1. Write the possessive, singular and plural of wife, brush, father-in-law, chimney, sheep, who, radius, child, tomato, lady. 10 Credits.

2. Give an example of each of the six ways in which a noun may be used. 10 Credits.

3. When are "what" and "as" relative pronouns? Illustrate. 10 Credits.

4. Illustrate co-ordinate clauses and subordinate clauses. Give examples of conjunctions used in each.

10 Credits.

5. Give the principal parts of the verbs prove, rise, set, lie, raise, burst, lay, hew, forget.

10 Credits.

6. Decline she, which, child, you, who.

10 Credits.

7. Give the active, passive, emphatic, progressive and interrogative forms of the verb "see" in the indicative mood, future perfect tense.

10 Credits.

8-9. Analyze or diagram the following sentence: *As I passed by, I heard the complaints of the laborers who had reaped down his field, and the cries of the poor whose covering he had taken away.*

20 Credits.

10. Parse in full the italicized words in the above sentence.

10 Credits

ARITHMETIC.

USED JUNE 4, 1912.

(From Milne's Standard Arithmetic.)

Solutions must be given; answers only cannot be accepted.

Method of solution must be counted in grading each example.

1. A contractor built a house for \$3,575. The material cost him \$2,150.65, and he employed 15 men for $6\frac{1}{2}$ weeks of 6 days each, at \$2.10 per day. Did he gain or lose money, and how much?

10 Credits

2. A druggist purchased $9\frac{3}{4}$ ounces of quinine at 40 cents an ounce Avoirdupois, and sold it at 60 cents an ounce Troy. How much did he gain?

10 Credits.

3. The difference in time between London and New York is 4 hr. 55 min. $37\frac{3}{4}$ sec. What is their difference in longitude?

10 Credits.

4. One side of a field is 38 chains long, the side parallel to it is 28 chains long, and the perpendicular distance between them is 25 chains. How many acres are there in the field? 10 Credits.

5. How many yards of carpet 27 in. wide will be required for a room 18 ft. long and 16 ft. wide, if the strips run lengthwise and there is a waste of $\frac{1}{3}$ of a yard in each strip in matching the pattern? What will be the cost of the carpet at \$1.85 per lineal yard? 10 Credits.

6. A man bequeathed 15% of his estate to a college, 10% to an asylum, 10% to a church, 5% to a public library, and the remainder he divided equally among his 7 children. What did each child receive, the estate being worth \$150,000? 10 Credits.

7. A merchant was offered a credit of 3 months on a bill of goods amounting to \$3,468, or a discount of 2% for cash. How much better was the latter offer, money being worth 7%? 10 Credits.

8. If a man 5 ft. 6 in. high weighs 140 pounds, what is the weight of a man of similar build whose height is 6 ft? 10 Credits.

9. How many bushels of wheat will a bin hold that is 5 feet long, $4\frac{1}{2}$ feet wide, and 4 feet deep? 10 Credits.

10. If in selling cloth $\frac{3}{4}$ of the gain is equal to $\frac{3}{16}$ of the selling price, for how much will $3\frac{1}{4}$ yards sell that cost \$5 per yard? 10 Credits.

COMPOSITION.

USED SEPTEMBER 3, 1912.

(From Huntington's Elements of English Composition.)

1. Give five rules for the use of the comma. Illustrate these uses in sentences. 10 Credits.

2. Give a brief plan for an observation lesson in nature study, and show how you would utilize the lesson as language work. 10 Credits.

3. Describe a good method of correcting the mistakes made in written composition. 10 Credits.

4. What good effects are produced by the use of figurative language in composition? What is the educational value of the study of figures of speech? 10 Credits.

5. Name the four parts essential to every complete letter. Illustrate by writing a business letter; a social letter. 10 Credits.

6-10. Make an outline and write an essay of from 250 to 500 words on one of the following topics:

(a) Woman Suffrage.

(b) Recent Development of the Resources of Florida. 50 Credits.

GEOGRAPHY.

USED JUNE 4, 1912.

(From Redway's Natural Geography.)

1. Compare the basin of the Mississippi River with that of the Amazon River in regard to size, rainfall, climate, vegetation. 10 Credits.

2. Mention an important shipping port in each of the following States and give the chief export of each city: California, Texas, Michigan, Pennsylvania, Florida, Ohio. 10 Credits.

3. Where in the United States is each of the following products found in greatest abundance: copper, lead, silver, coal, iron, salt, mercury, granite, marble, zinc? 10 Credits.

4. Name the republics of South America and give the capital and one agricultural product of each. 10 Credits.

5. What exchange of soil products is there between France and the United States? Of manufactured products? Of raw materials? 10 Credits.

6. What are the main geographic conditions that have contributed to the growth in population in the United States? 10 Credits.

7. What use should a teacher make of the scale of miles in teaching geography? 10 Credits.

8. Name the States that border on the Great Lakes and a lake port in each. 10 Credits.

9. Name the Mediterranean countries. Give their common characteristics, and the distinctive characteristics of each. 10 Credits.

10. Draw an outline map of Florida, locating Leon County and Tallahassee. 10 Credits.

HISTORY.

USED SEPTEMBER 3, 1912.

(From Field's Grammar School U. S.; Brevard and Bennett's Florida.)

1. Trace briefly the history of the territorial acquisitions of the United States. 10 Credits.

2. When was the present American flag adopted? Describe in full this flag. 10 Credits.

3. Why were the Navigation Acts unjust? What reasons had Parliament for taxing America? 10 Credits.

4. Why were so many brave soldiers willing to come from their homes in Europe to fight for the American cause? Tell when and where the first three congresses of the colonies met. 10 Credits.

5. Relate the history of the Declaration of Independence, telling what led to it, who suggested it, who wrote it, and when and where it was signed. 10 Credits.

6. Outline the duties of each department of the United States government. 10 Credits.

7. What questions did the "War Between the States" settle? What victory saved Florida from invasion in 1864? 10 Credits.

8. What great question divided the political parties in 1888? Name the Vice-Presidents who became Presidents. 10 Credits.

9. Give an account of the settlement of the two oldest towns of the United States. 10 Credits.

10. Give a sketch of the life of Governor Call. 10 Credits.

PHYSIOLOGY.

USED JUNE 4, 1912.

(From Ritchie's Primer of Sanitation.)

1. What precautions should be used in the collection and storage of rain water for drinking purposes? What are the functions of vegetable acids? 10 Credits.

2. Wherein are fruits valuable as food? Why is unripe fruit unwholesome? 10 Credits.

3. What are the advantages of a mixed diet? 10 Credits.

4. Name five bacterial diseases of the intestines. Describe in full the alimentary canal. 10 Credits.

5. What is meant by body immunity against diseases? Explain why people have certain diseases only once. 10 Credits.

6. Describe the germ of tetanus. Why are the air passages and lungs favorable places for the growth of germs? 10 Credits.

7. State what is known as to the transmission of disease by flies. To what are sore eyes due? 10 Credits.

8-9. Discuss eelworms, pinworms, whipworms and hookworms. 20 Credits.

10. Show that sanitation is both sensible and economical. 10 Credits.

THEORY AND PRACTICE.

USED SEPTEMBER 3, 1912.

(From "The Teacher and the School" by Colgrove.)

1. Discuss scholarship as a factor to success in teaching. 10 Credits.

2. Give five results caused by studying children. 10 Credits.

3. Discuss the five phases of the teacher's work. 10 Credits.

4. Why are free schools necessary in the United States? Show that the school is an industrial organization. 10 Credits.

5. Give seven of the nine laws of teaching. 10 Credits.

6. Show that assigning lessons is a test of the teacher's ability. 10 Credits.

7. Explain the importance of learning how to study. Why should there be method in lesson study? 10 Credits.

8. Discuss the nature and importance of training. 10 Credits.

9. Show that habit forming is character building. 10 Credits.

10. Show why good order must precede effective training. Give the sources of good order. 10 Credits.

AGRICULTURE.

USED JUNE 4, 1912.

(From Duggar's Agriculture for Southern Schools.)

1. What important elements are liable to become exhausted in the soils and what is a good way to resupply each one? 10 Credits.
2. Describe a method by which a farmer last fall might have gathered and conserved moisture for next year's crop. 10 Credits.
3. What is diversified farming? Give three advantages of this kind of farming. 10 Credits.
4. Distinguish between budding and grafting. Illustrate the different methods of budding and grafting. 10 Credits.
5. Explain the force which enables plants to collect water from the ground and lift it into the roots and stems. How does air enter the leaf? 10 Credits.
6. Why is cross-pollination generally better than self-pollination? How may cross-pollination be effected artificially? 10 Credits.
7. Explain inoculation of leguminous crops. Give illustrations of results. 10 Credits.
8. Give four reasons why weeds are injurious to crops. Show why it is necessary to study the habits of weeds in order to learn how to destroy them. 10 Credits.
9. Describe a cattle tick. Explain how ticks on cattle may be destroyed. Show how ticks may be starved in fields and pastures. 10 Credits.
10. Tell how to select the best ear of corn. How is the proportion of corn to cob determined? 10 Credits.

ALGEBRA.

USED SEPTEMBER 3, 1912.

(From Milne's High School Algebra.)

1. Factor:

(a) $49x^6 + 14x^3y - 15y^2$.

(b) $a^2 - 2cd + b^2 - c^2 - d^2 - 2ab$.

10 Credits.

2. A man spent \$14 more than $\frac{3}{7}$ of his money, and had \$6 more than $\frac{1}{3}$ of it left. How much had he at first?

10 Credits.

3. Three boys, A, B, and C, had each a bag of nuts. Each boy gave to each of the others $\frac{1}{2}$ of the number of nuts he had in his bag. Then they counted their nuts, and A had 740, B, 580, and C, 380. How many had each at first?

10 Credits.

4. Find the cube root of

$$a^6 + 3a^4 + 6a^2 + 7 + \frac{6}{a^2} + \frac{3}{a^4} + \frac{1}{a^6}.$$

10 Credits.

5. Solve the following equation:

$$(x^2 + 4)(x + 1) = (x - 1)^2 + x + 13.$$

10 Credits.

6. Two men dig a ditch 100 rods in length for \$100, each receiving \$50. A is to have 25 cents a rod more than B. How many rods does each dig? What is the price per rod?

10 Credits.

7. The difference of two numbers is 15, and half their product equals the cube of the smaller. What are the numbers?

10 Credits.

8. Mr. A's crop of wheat was to his crop of oats as 2 to 3. If he had raised 50 bushels more of each, the quantity of wheat would have been to the quantity of oats as 5 to 7. How many bushels of each kind of grain did he raise?

10 Credits.

9. There are three numbers in arithmetical progression whose sum is 15. If 1, 4, and 19 be added to them respectively, they will be in geometrical progression. What are the numbers? 10 Credits.

10. The stones which paved a square court-yard would just cover a rectangular surface whose length was 6 yards longer and whose breadth was 4 yards shorter than the side of the square. What was the area of the court? 10 Credits.

PHYSICAL GEOGRAPHY.

USED JUNE 4, 1912.

(From Maury-Simond's Physical Geography.)

1. Explain the change of seasons. 10 Credits.
2. Locate the three great volcanic belts of the world. Name the principal volcano in each. 10 Credits.
3. In what three forms does water exist? When does water expand? From what three sources do rivers receive their waters? 10 Credits.
4. Name the seven steps in the process by which the air is warmed.
5. What are clouds? Describe the seven classes into which clouds are divided. 10 Credits.
6. Name the conditions that may influence the climate of a place. Compare the irregularities of the ocean bottom with those of the land surface. 10 Credits.
7. What is the difference between dew and frost? Explain the formation of each. 10 Credits.
8. Describe the currents of the Pacific Ocean. 10 Credits.
9. What phenomena are produced by reflection and refraction of light in its passage through the atmosphere? How are snowflakes formed, and why are they often irregular? 10 Credits.

10. Explain sea and land breezes, and monsoon winds. Explain the trade winds and give a reason for their direction. 10 Credits.

CIVIL GOVERNMENT.

USED SEPTEMBER 3, 1912.

(From Yocum's Civil Government of Florida and United States, and Boynton's School Civics.)

1. How is money raised to meet the expenses of the National government? The State government? The Florida schools? 10 Credits.
2. What are the three great branches of government of the United States? Define the function of each. 10 Credits.
3. Give in detail five of the most important powers of Congress. 10 Credits.
4. Describe fully the process of impeachment. 10 Credits.
5. Outline the method of electing the president of the United States. 10 Credits.
6. How are the expenses of the primaries and the election defrayed? When do general elections occur? 10 Credits.
7. What is the unit of political organization in this State? Name five duties of the State Superintendent. 10 Credits.
8. Describe the process of amending the Constitution. 10 Credits.
9. What is the chief provision of the system of civil service? Give an argument in favor of this system. 10 Credits.
10. In teaching civics, would you begin with the National government or with local government? Elaborate your answer. 10 Credits.

QUESTIONS FOR STATE CERTIFICATES.

GEOMETRY.

(From White's Geometry.)

1. Prove: That angles whose corresponding sides are perpendicular to each other are either equal or supplementary. 20 Credits.

2. Prove: If four like quantities are in proportion, they are in proportion taken alternately; inversely; by composition; by division. 20 Credits.

3. Prove: If two secants be drawn from a point without a circle, these secants and their external segments are inversely proportional. 20 Credits.

4. Prove: The radius and the value of the chord of an arc being given, we can find the value of the chord of half that arc. 20 Credits.

5. Prove: The rectangle of any two sides of a triangle is equivalent to the rectangle contained by the altitude upon the third side and the diameter of the circumscribed circle. 20 Credits.

TRIGONOMETRY.

(From Conant's Plane and Spherical Trigonometry.)

1. The angles of elevation of the top of a tower, taken at two points 268 ft. apart and in the same straight line with the tower, are $21^{\circ} 14'$ and $53^{\circ} 46'$, respectively. What is the height of the tower? 20 Credits.

2. Prove the following relations:

$$(a) \frac{\cos(A-3B) - \cos(3A+B)}{\sin(3A+B) + \sin(A-3B)} = \tan(A+2B).$$

$$(b) \frac{\sin(A+B) - 2\sin A + \sin(A-B)}{\cos(A+B) - 2\cos A + \cos(A-B)} = \tan A.$$

20 Credits.

3. When the altitude of the sun is $49^{\circ} 52'$, a pole standing on the slope of a hill inclined $16^{\circ} 55'$, to the level of the plain casts a shadow directly down the hill a distance of 45 ft. 8 in. What is the height of the pole?

20 Credits.

4. Two rocks are to be charted. To ascertain the distance between them the angles of elevation of a point at the top of a cliff 527.4 ft. high are taken and are found to be $21^{\circ} 8' 16''$ and $23^{\circ} 14' 20''$ respectively, and the angle subtended by the line connecting the rocks measured at a point at the top of the cliff, is $16^{\circ} 3' 30''$. Required the distance between the rocks.

20 Credits.

5. In a spherical triangle given

$$A=127^{\circ} 19' 38'',$$

$$C=108^{\circ} 41' 30'',$$

$$B=125^{\circ} 22' 32''; \text{ find } A, C, B. \quad 20 \text{ Credits.}$$

GENERAL HISTORY.

(From Colby's Outlines of General History.)

1. Name the peoples of the East whose history falls within the first division of Ancient History.

10 Credits.

2. Give an account of the Phoenicians.

10 Credits.

3. Discuss the education, social life and character of the Spartans.

10 Credits.

4. Give an account of Cæsar as a civil ruler, also relate the circumstances of his death.

10 Credits.

5. Give an account of the origin of the Germans and their early civilization.

10 Credits.

6. What were the effects of the Crusades, especially upon commerce and learning?

10 Credits.

7. Discuss the character and work of Peter the Great.

10 Credits.

8. Narrate the events of the War of the Three Henrys.
10 Credits.
9. When and by whom was the "Edict of Nantes" issued? Give an account of its revocation.
10 Credits.
10. Give a brief account of the career of Napoleon.
10 Credits.

PSYCHOLOGY.

(From Elements of Psychology, by Thorndyke.

1. Give the classification of mental connections.
10 Credits.
2. Which senses provide percepts of the form of objects; the texture of objects; the weight of objects? Give three illustrations of the influences of training in replacing vague and coarse percepts by definite and detailed percepts.
10 Credits.
3. Differentiate between feelings of relationships and logical thought. What is the difference between the fact of decision and the feeling of decision?
10 Credits.
4. Discuss the attributes of attention.
10 Credits.
5. What are the functions of images and memory? Show how thought and feelings influence action.
10 Credits.
6. Describe the structure of neurones. What are the functions of the neurones?
10 Credits.
7. Show the difference between inborn connections and acquired connections.
10 Credits.
8. Explain how habit rules thought. Show the difference between inductions and deductions.
10 Credits.
9. What is the real meaning of acts of pure will?
10 Credits.
10. Discuss mental factors in motor skill.
10 Credits.

ZOOLOGY.

(From Davenport's Introduction to Zoology.)

1-2. Discuss the general principles of the structure and development of animals.

3. Describe, using a labeled drawing, a grasshopper as to: number and structure of wings, legs, mouth parts, method of development. 10 Credits.

4. Describe the two families of running beetles. 10 Credits.

5. Name the allies of the spider. 10 Credits.

6. Describe the edible crab. 10 Credits.

7. Give a full description of the Nereis. 10 Credits.

8. Describe, using a labeled drawing, a trout or some other fish, as to shape and structure, number and location of fins. 10 Credits.

9. State five structural adaptations of birds for flying. In what three ways are birds most useful in agriculture? 10 Credits.

10. Describe the structure and the functions of blood in a vertebrate. Trace the course of the circulation of blood in the frog. 10 Credits.

BOTANY.

(From Bailey's "Elementary.")

1-2. Illustrate by drawings the seven different parts of a plant. 20 Credits.

3. Discuss propagation by means of roots and stems. 10 Credits.

4. Name the eleven elementary substances any ordinary green plant is supposed to require in order to live. 10 Credits.

5. Define morphology. Explain pollination. State three characteristics of flowers that adapt them for cross-pollination. 10 Credits.

6. Describe gymnospermous fruits, and illustrate by drawings an example of this kind of fruit. 10 Credits.

7. Discuss germination. 10 Credits.

8. Represent by drawings two early stages of the castor bean, designating the various parts. 10 Credits

9. Explain the two ways in which plants aid in the formation of soil. Show why plants grow in societies. 10 Credits.

10. In what three ways may the variations of plants arise? Give a summary of cell contents and products. 10 Credits.

RHETORIC.

(From Merkley's Modern Rhetoric.)

1. Define and illustrate each of six kinds of sentences according to rhetorical classification. 10 Credits.

2. Define: purity, precision, ambiguity, solecism, provincialism, redundancy. 10 Credits.

3. What is the educational value of the study of figures of speech? Make a list of those most frequently used, and give an example of each. 10 Credits.

4. How may unity be attained both in thought and form? State five ways by which force may be promoted. 10 Credits.

5. Explain the importance of style, and give the eight brief means of obtaining a good style. 10 Credits.

6. Write short paragraphs illustrating the four common forms of prose composition. 10 Credits.

7. Show the difference between Scientific exposition and Literary exposition. 10 Credits.

8. What are the proper parts of an oration? What are the essential qualifications of a successful orator?

10 Credits.

9. What is the function of criticism? Show the difference between inductive and deductive reasoning.

10 Credits.

10. Quote from each of the four kinds of poetry.

10 Credits.

LITERATURE.

(From English Literature, by Brooks.)

1. Compare the masterpiece of Cædmon to that of Laymon, and give an outline of each. 10 Credits.

2. Name two great allegories in English literature, and tell the author of each. Outline the contents of one of them. 10 Credits.

3. Who was Alfred the Great? During what century did he live, and what did he do for English literature? 10 Credits.

4. Compare the two authors Addison and Johnson as men of letters. 10 Credits.

5. Tell the story of Macbeth. 10 Credits.

6. Give a brief sketch of two of the most important writers of the Elizabethan period. 10 Credits.

7. Differentiate clearly the following terms: description, narration, exposition and argumentation and cite examples of each. 10 Credits.

8. Discuss the French Revolution and the poets of that period. 10 Credits.

9. Who were the three most distinguished orators of the "Revolutionary Period," and who were their English contemporaries? Name five great American poets. 10 Credits.

10. Discuss the growth of the reading public. 10 Credits.

PHYSICS.

(From Hoadley's Briefer Course.)

1. Define the classes of force and motion.
10 Credits.
2. Illustrate by drawings the three classes of levers.
Give the two Laws of Friction. 10 Credits.
3. Suppose a tube 12 in. high to be inserted in the top of a watertight cubical box containing 1 cu. in. What will be the pressure on the bottom, sides, and top of the box when the tube is filled with water? What is the total pressure tending to burst the box?
10 Credits.
4. Describe the barometer. Explain the variation of the barometer.
10 Credits.
5. A cannon ball is fired against a target 2 mi. away, with an average velocity of 1,200 ft. per second. Which reaches the target first, the ball or the sound of the firing? What is the interval between them when the temperature is 16° C.? 10 Credits.
6. Show that heat is a form of energy. Explain the transmission of heat.
10 Credits.
7. A roll of sheet lead weighing 650 g. suspended in boiling water. It is then transferred to a glass beaker weighing 70 g., in which there are 300 g. of water at 18° . What will be the resulting temperature if the glass has a specific heat of .177? 10 Credits.
8. What is the simplest form of the induction machine? Give the arrangement of cells in a battery—series grouping.
10 Credits.
9. Make a drawing of a four-pole dynamo, showing the magnetic circuit. How will you couple the brushes so that the voltage of the machine will be the same as either pair of brushes? 10 Credits.
10. Give the three laws of refraction. Explain refraction.
10 Credits.

LATIN.

1. Illustrate the different uses of the ablative case.

10 Credits.

- 2-5. Translate into English:

Sub vesperum Cæsar portas claudi militesque ex oppido exire iussit, ne quam noctu oppidani ab militibus iniuriam acciperent. Illi ante inito, ut intellectum est, consilio, quod deditione facta nostros praesidia deducturos aut denique indiligentius servaturos crediderant, partim sumptis, quae retinuerant et celaverant, armis, partim scutis ex cortice factis aut viminibus in textis, quae subito, ut temporis exiguitas postulabat, pellibus induxerant, tertia vigilia, qua minime arduus ad nostras munitiones ascensus videbatur, omnibus copiis repentino ex oppido eruptionem fecerunt. Celeriter, ut ante Cæsar imperarat, ignibus significatione facta ex proximis castellis eo concursum est, pugnatumque ab hostibus ita acriter est, ut a viris fortibus in extrema spe salutis iniquo loco contra eos, qui ex vallo turribusque tela iacerent, pugnari debuit, cum in una virtute omnis spes salutis consisteret. Occisis ad hominum milibus quattuor, reliqui in oppidum reiecti sunt. Postridie eius diei, refractis portis, cum iam defenderet nemo, atque intromissis militibus nostris sectionem eius oppidi universam Caesar vendidit. Ab his, qui emerant, capitum numerus ad eum relatus est milium quinquaginta trium.

40 Credits.

6. Give the principal parts of the first ten verbs in the above extract.

10 Credits.

- 7-9. Translate into English:

Postquam introgressi et coram data copia fandi, maximus Ilioneus placido sic pectore coepit:

'O regina, novan cui condere Iuppiter urbem
iustitiaque dedit gentis frenare superbas,
Troes te miseri, ventis maria omnia vecti,

oramus: prohibe infandos a navibus ignis,
 parce pio generi et propius res aspice nostras.
 Non nos aut ferri Libycos populare enatis
 venimus, aut raptas ad litora vertere praedas;
 non ea vis animo nec tanta superbia victis.
 Est locus (Hesperiam Grai cognomine dicunt),
 terra antiqua, potens armis atquae ubere glaebae;
 Oenotri coluere viri; nunc fama minores
 Italiam dixisse ducis de nomine gentem.
 Hic cursus fuit,
 cum subito adsurgens fluctu nimbosus Orion
 in vada caeca tulit, penitusque procacibus Austris
 perque undas superante salo perque invia saxa
 dispulit; huc pauci vestris adnavimus oris.
 Quod genus hoc hominum? quaeve hunc tam barbara
 morem permittit patria? hospitio prohibemur
 harenae;
 bella cient primaque vetant consistere terra.

30 Credits.

10. Parse in full the following words in the above
 extract: introgressi, coepit, te, oramus, aspice, victis,
 minores, dixisse, tulit, cient.

10 Credits.

METHODS AND PRINCIPLES.

(Written.)

1. Discuss the importance of scholarship to the
 primary teacher.

10 Credits.

2. Show how social and economic changes in the
 United States have greatly broadened the work of the
 school, and made the training of teachers essential.

10 Credits.

3. Name five ways by which a teacher may obtain pro-
 fessional growth while teaching.

10 Credits.

4. Why is child-study a necessary part of the teach-
 er's preparation?

10 Credits.

5. Discuss the five phases of the teacher's work.
10 Credits.
6. What is the great law of school organization and work? Give three specific aims of education.
10 Credits.
7. What three main problems are involved in making a course of study?
10 Credits.
8. Show the relation of school hygiene to good order.
10 Credits.
9. Is there a typical method of teaching? Give the five formal steps applied to oral development lessons.
10 Credits.
10. Show that habit forming is character building.
10 Credits.

METHODS AND PRINCIPLES.

(Oral.)

1. Give a lesson in reading adapted to the first grade; also one suited to the third grade.
20 Credits.
2. Give a spelling lesson adapted to the second grade. Give a lesson in home geography adapted to the third grade on one of the following topics: a lake, an island, a river, a mountain. Illustrate with drawings.
20 Credits.
3. In numbers, teach the following:
 - (a) All combinations of ten.
 - (b) Establish the third line of multiplication.
$$27+36=63 \quad \frac{3}{4} \text{ of } 12=9$$

$$17+28=45 \quad \frac{4}{5} \text{ of } 25=20$$

$$39-14=25 \quad 7/14 \text{ is the same as } \frac{1}{2}$$

$$17-9=8 \quad 3/9 \text{ is the same as } \frac{1}{3}$$
 20 Credits.
4. Give a nature study lesson on one of the following subjects: rain, the cat, an orange, a watermelon.
20 Credits.

5. As language work for the third grade, teach the following:

(a) The proper use of has, and have, do and does, see and sees.

(b) The proper use of this and that, these and those. 20 Credits.

GEOGRAPHY.

1. Define longitude and latitude. When is the sun vertical over the tropic of Capricorn? 20 Credits.

2. What use should a teacher make of the scale of miles in teaching geography? 20 Credits.

3. Which State of the United States ranks first in the production of the following: Copper, wool, cotton, coal, iron ore, textiles, gold and silver, petroleum, lumber, cane-sugar. 20 Credits.

4. What are the main geographic conditions that have contributed to the growth in population in the United States? 20 Credits.

5. Describe the drainage system of North America. 20 Credits.

COMPOSITION.

1. What good effects are produced by the use of figurative language in composition? What is the educational value of the study of figures of speech? 20 Credits.

2. Write concerning the relation that should exist between oral and written composition work, touching on: precedence, quantity, relative importance. 20 Credits.

3. Define three qualities every composition should possess. Write a paragraph containing these three qualities. 20 Credits.

4-5. Make an outline and write an essay of from 250 to 500 words on one of the following topics:

(1) The Natural Resources of Florida.

(2) Show the Aesthetic and Psychologic Effect of Using Pictures in Teaching. 40 Credits.

ARITHMETIC.

1. A merchant sold a quantity of sugar for \$1,180.00, and thereby gained $\frac{1}{4}$ of the cost. If he had sold it for \$1,000.00, would he have gained or lost, and how much?

20 Credits.

2. A man receives \$3.00 a day for his labor, and pays \$0.50 a day for his board. At the expiration of 30 days he receives \$60.00. How many days was he idle?

20 Credits.

3. A contractor built a house for \$3,575.00. The material cost him \$2,150.65, and he employed 15 men for $6\frac{1}{2}$ weeks of 6 days each, at \$2.10 per day. Did he gain or lose money, and how much?

20 Credits.

4. One side of a field is 38 chains long, the side parallel to it is 28 chains long, and the perpendicular distance between them is 25 chains. How many acres are there in the field?

20 Credits.

5. A merchant was offered a credit of 3 months on a bill of goods amounting to \$3,468.00, or a discount of 2% for cash. How much better was the latter offer, money being worth 7%?

20 Credits.

GRAMMAR.

1. Write the possessive singular and plural of child, lady, chimney, sheep, who, radius, tomato, father-in-law, wife, brush.

20 Credits.

2. Illustrate co-ordinate clauses and subordinate clauses. Give examples of conjunctions used in each.

20 Credits.

3. Decline, I, you, who, she, man, sister-in-law, himself, which, sheep, ox. 20 Credits.

4. Analyze or diagram the following sentence: Philosophers are still debating whether the will has any control over the current of thought in our dreams.

20 Credits.

5. Parse in full, from the above sentence: "are," "still," "debating," "whether," "has," "any" "control," "over," "our," "dreams."

20 Credits.

HISTORY.

1. Why was the possession of Quebec important at the time of the French and Indian War? Describe Wolfe's campaign against Quebec. 20 Credits.

2. What are the important points to emphasize in teaching the history of our wars? 20 Credits.

3. Relate the circumstances that led to the founding of each of four important English colonies in America and name a leader in each. 20 Credits.

4. Discuss the growth in art, science, literature and education in the past half century in the United States.

20 Credits.

5. Give an account of the early history of St. Augustine. 20 Credits.

CHEMISTRY.

1. Write the chemical name and formula of each of the following commercial substances: saleratus, salt, cream of tartar, saltpeter, blue vitriol, copperas, epsom salts, sal ammoniac, bleaching powder, lye.

10 Credits.

2. Define acid, base, salt. What is neutralization?

10 Credits.

3. Tell what substances you would use and how much of each, to make, by the process of neutralization, 10 grams of common salt. 10 Credits.

4. Give a clear statement of the ionic theory of solution and state the chief facts which support it. 10 Credits.

5. State briefly how each of the following may be generated in the laboratory, writing the equation in each case: Oxygen, chlorine, ammonia, nitric acid, carbon dioxide. 10 Credits.

6. Describe the test for carbon dioxide, discuss the chemical principles underlying, it and tell under what conditions the test fails. 10 Credits.

7. What is meant by a "family of elements"? Name the members of some family and explain their relationship. 10 Credits.

8. Name the allotropic forms of carbon and state the evidences that all are forms of carbon. 10 Credits.

9. Give rather full discussion of "saponification." 10 Credits.

10. Discuss "combustion." 10 Credits.

BIOLOGICAL SCIENCE.

1. Discuss the scheme of respiration in butterfly, earthworm, fresh-water mussel, frog and bird. 10 Credits.

2. Define and give example of alluring coloration, aggressive resemblance, mimicry, retrogressive development, polymorphism, hermaphroditism, parthenogenesis, instinct, reflex action, and regeneration. 10 Credits.

3. Name five injurious insects of economic importance, each representing a different order of insects; state the harm done, and tell how to combat the insect. 10 Credits.

4. Name five families of flowering plants which are of economic importance; give the botanical characteristic of each. 10 Credits.
5. Give concisely your understanding of the life history of an angiosperm, with especial reference to alternation of generations. Use sketches. 10 Credits.
6. Describe experiments with seedlings to illustrate the various "tropisms." Use sketches. 10 Credits.
7. Show your mastery of the nature and function of the lymphatic system in man. 10 Credits.
8. (a) State the effect of alcohol on heat regulation.
(b) How may temperance best be taught in the public schools? 10 Credits.
9. Differentiate Lamarckianism, Darwinism and mutation. 10 Credits.
10. Discuss Mendel's law. 10 Credits.

DOMESTIC SCIENCE.

1. Give general directions for sewing, and the utensils required. 10 Credits.
2. Give directions for making a model darn. Illustrate by diagram. 10 Credits.
3. Give directions for hemstitching a handkerchief, and sewing on the lace. 10 Credits.
4. Give directions and method of sewing on a coat button; also for making the buttonhole. 10 Credits.
5. What should govern the personal choice of clothing? 10 Credits.
6. Explain the necessity of serving food in an attractive and palatable form. 10 Credits.
7. Make a menu for meals for Saturday and Sunday in a farm home. 10 Credits.
8. What are the essential points in canning fruit? Are there any substances suitable to add to foods as preservatives? 10 Credits.

9. What are the relative merits of paper bags, wooden boxes, tin cans and glass jars for keeping groceries in pantry and store closet? What objections are there to canned meats? 10 Credits.

10. What portions of meat are best for soup stock? What should be discarded? Describe the process of making soup. Has the extract of meat nutritive value? 10 Credits.

MUSIC

1. What is a scale? How many tones in a scale? 10 Credits.

2. How are scales designated? 10 Credits.

3. Draw a staff and represent the scale C. 10 Credits.

4. What is the effect of a sharp on a tone? Of a flat? Make these characters. 10 Credits.

5. Write the chromatic scale of C. on the staff. 10 Credits.

6. Write the relative pitch names and the absolute pitch names in the key of D. 10 Credits.

7. Explain the meaning of each figure of the meter signature. 10 Credits.

8. Of what nationality were the following composers: Verdi, Mendelssohn, Guonod, McDowell, Schubert? 10 Credits.

9. Give some methods that may be used to bring up the backward child in music. 10 Credits.

10. Name one idea that should be developed in each of the first five grades. 10 Credits.

DRAWING.

1. What is the purpose of teaching drawing? 10 Credits.

2. Draw a four-inch square, freehand. 10 Credits.

3. Make a ground plan of the room in which you are writing. Use ruler. 10 Credits.

4. Make a picture of a cube showing three faces. 10 Credits.

5. In what grade would you begin work in water colors? 10 Credits.

6. Give three steps to be observed in drawing from objects. 10 Credits.

7. Draw a common water pail in perspective slightly below the level of the eye. 10 Credits.

8. Sketch in two positions an oblong block as seen below the level of the eye. 10 Credits.

9. Give two laws of perspective followed in drawing the objects called for in question eight. 10 Credits.

10. You have a new class. They have just completed an assigned task. The work is careless, incorrect, mussy, unpleasant in line—in fact, fit only for the waste basket. What would you do? 10 Credits.

NATURE STUDY.

1. What was soil originally and what caused the transformation? 10 Credits.

2. Do all plants like or need the same kind of soil? Name two plants that will not thrive in the same soil. 10 Credits.

3. What are the three conspicuous organs of a maple tree concerned with nutrition, and how do they perform their functions? 10 Credits.

4. What are deciduous trees? Evergreen trees? Name three belonging to each class. 10 Credits.

5. Give the life history of a butterfly. 10 Credits.

6. Name two weeds. Method of seed distribution. State whether they are annual, biennial or perennial. How eradicated? 10 Credits.

7. What useful purpose do the following serve: Earthworms toads, hawks, meadow larks, swallows?

10 Credits.

8. Name two migratory birds that are common in Florida. Name two non-migratory birds.

10 Credits.

9. Describe one of the following and make drawing to show form of flower:—golden rod, orange blossom, wild rose.

10 Credits.

10. Name six weeds that are a detriment to the crops in Florida. What in your opinion is the most important thing to do in order to get rid of them?

10 Credits.

MANUAL TRAINING.

1. Describe the back saw and its use.

10 Credits.

2. Give directions for sharpening a chisel or plane iron, as you would give to a class of beginners.

10 Credits.

3. Explain the diagonal scale on the steel square, and its uses.

10 Credits.

4. Why should a student of manual training have a knowledge of mechanical drawing?

10 Credits.

5. Give directions for turning a handle for a paring-chisel or lathe-chisel.

10 Credits.

6. Make the working drawings for a "pump-rod" joint, or mortise and tenon, and give directions for making the joint you have drawn.

10 Credits.

7. Give ten exercises in manual training which could be given in a country school. What tools would be required?

10 Credits.

8. Explain how you would make a pattern for an elbow pipe coupling.

10 Credits.

9. Give reasons for teaching manual training in the rural schools. 10 Credits.

10. Give rules for planing and testing the surface of a board. 10 Credits.

BOOKKEEPING.

1. Define and differentiate the following kinds of statements: trial balance, balance sheet, statement of assets and liabilities, statement of affairs.

10 Credits.

2. Explain the difference between a trading account and a profit and loss account. 10 Credits.

3. A merchant draws a draft of \$1,000 at four months on a customer who owes him and the draft is accepted on February 2, 1909. On March 13, 1909, he discounts the draft at a bank at 6% per annum. What entries should be made on the merchant's books to record the transactions properly. 10 Credits.

4. What is a controlling account? Give an example. 10 Credits.

5. How would you deal with items accrued and due (such as rent, commission and salaries) when closing the accounts of a business at the end of a fiscal period? 10 Credits.

6-8. A village makes the following appropriations for the year 1910 and a tax is levied therefor:

Bond redemption	\$ 2,000
Bond interest	800
Salaries	2,700
Contingent expenses	500
Police	1,600
Poor	750
Care of streets	1,200
Lighting	950
Education	3,000
	\$13,500

Open the village books in accordance therewith. How will collection of taxes be recorded? How will disbursements against appropriations be recorded? What will the balance of the accounts at any date show?

30 Credits.

9-10. A partnership was formed July 1, 1907 to act as Factory Selling Agents with capital invested by A \$5,000, B \$7,000, C \$8,000, profits and losses to be shared in proportion to original capital investments, no interest to enter into partners' accounts.

On December 31, 1909 the books, which had been badly kept, showed the following balances which were not disputed by any of the partners: A net credit \$3,000, B net credit \$3,370, C net credit \$4,650; cash in banks and on hand \$804.20; expense debit \$4,550; interest credit \$250; accounts receivable factories \$2,240; investment account \$12,000.

The firm holds a number of one year sales contracts under which the minimum guaranteed will net \$15,000 in commissions, although it is believed that the amount may run to \$20,000. The factories make shipments to customers direct and send monthly statements to A, B and C of shipments and commissions. The investment account represents holdings at par of 75% of the capital stock of a company on whose books at the end of 1909 appears a deficit of \$2,700.

A and B have agreed to sell their interest in the business at December 31, 1909, including the firm name, to C for 200 cents on the dollar, taking notes covering 18 months.

Prepare a statement showing the settlement between partners at December 31, 1909 and a balance sheet as at January 1, 1910 of A, B and C.

20 Credits.

QUESTIONS FOR SPECIAL EXAMINATIONS.

FRENCH.

1-3. Translate into English:

Un riche laboureur, sentant sa mort prochaine,
 Fit venir ses enfants, leur parla sans temoins:
 "Gardez-vous," leur dit-il, "de vendre l'heritage
 Que nous omt laisse nos parents;
 Un tresor est cache dedans.

Je ne sais pas l'endroit; mais un peu de courage
 Vous le fera trouver: vous en viendrez a bout.
 Remuez votre champ des qu'on aura fait l'out:
 Creusez, fouillez, bechez; ne laissez nulle place
 Ou la maine ne passe et repasse."

Le pere mort, les fils vous retournent le champ,
 Deca, dela, partout; si bien qu'au bout de l'an
 Il en rapporta davantage.

D'argent, point de cache. Mais le pere fut sage
 De leur montrer, avant sa mort,

Que le travail est un tresor.—Le Fontaine, Fables.

30 Credits.

4-6. Translate into French:

I awoke very early this morning and after having tried in vain to go to sleep again, I decided to get up and take a walk. Six o'clock had just struck (sonner) when I left the hotel. The morning was fresh and delicious. I walked along the Seine and found myself all of a sudden on the Quai aux Fleurs. What an animated and brilliant scene! On all sides women were seated behind their baskets of flowers. I had only to choose.

30 Credits.

7. Write a list of the personal pronouns, specifying the forms used as: subject, direct object, indirect object, after a preposition.

10 Credits.

8. Write the irregular comparison of bon, mauvais, peu. Form an adverb from each of the following adjectives: poli, prudent, vrai, heureux.

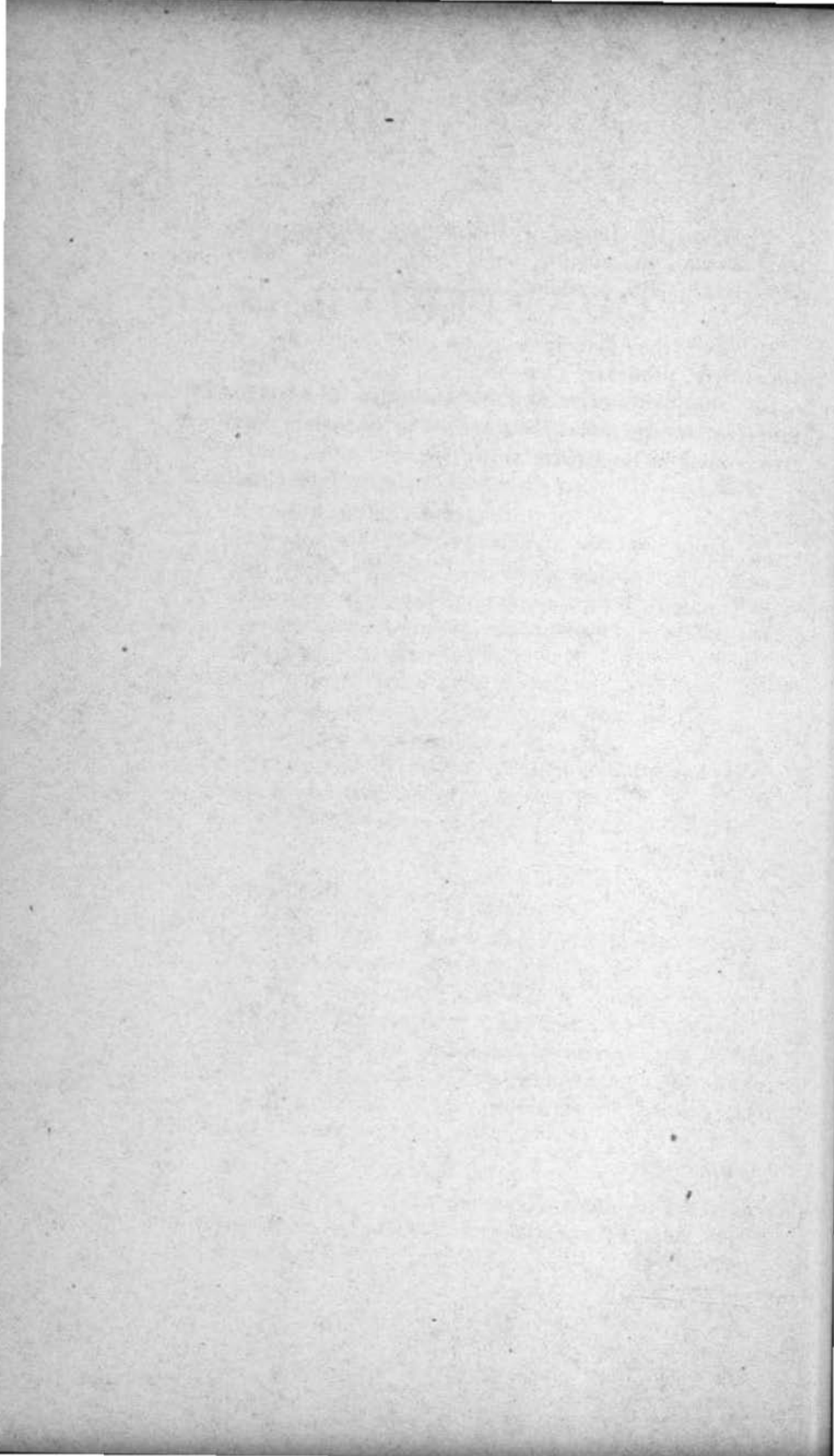
10 Credits.

9. Give the principal parts of: reprendre, vivre, apparaitre, produire, s'asseoir.

10 Credits.

10. Conjugate prendre and s'asseoir in the present subjunctive; croire and produire in the imperfect subjunctive; courir in the future indicative.

10 Credits.



CHAPTER VII.

ARBOR DAY.

Regulation 12 of the State Board of Education reads as follows:

The State Board of Education names the first Friday after the first Monday of January of each year as ARBOR DAY, which shall not be observed as a holiday, but shall be devoted to the planting of trees on school grounds, or other appropriate public places, together with other suitable exercises, lessons or lectures designed to interest and instruct the children in the care and cultivation of trees. No teacher should be allowed compensation for Arbor Day, unless a prescribed number of trees has been properly planted and securely protected against injury. The following programs were almost universally observed throughout the State. The grounds of many of the schools in the different counties present an attractive appearance since the observance of Arbor Day was inaugurated in this State.

THE STATE OF FLORIDA

ARBOR DAY, 1911

FEBRUARY 3rd

SUGGESTIVE PROGRAM.

Song	Florida
Scripture Reading	
Invocation	
Reading Letter of State Superintendent	
Reading	Scope and Purpose of Arbor Day
Song	Selected
Essay	Historic Trees
Recitation	The Cry of the Pines
Recitation	Put Flowers in Your Window
Song	The Tree's Story
Recitation	The Wayside Inn
Address Suited to the Occasion by	
	Some School Official or Visitor
Song	Arbor Day

DEPARTMENT OF PUBLIC INSTRUCTION.

OFFICE OF STATE SUPERINTENDENT.

Tallahassee, December, 1910.

To the Teachers of Public Schools and School Officials of Florida:

Again I have the pleasure of inviting your attention to the importance of observing Arbor Day.

With the hope that you will make the first Friday in February the best Arbor Day in the history of the State, I am

Cordially yours,

WM. M. HOLLOWAY,
State Superintendent Public Instruction.

SCOPE AND PURPOSE OF ARBOR DAY.

Arbor Day was instituted in Nebraska in 1872 by Hon. J. Sterling Morton, afterwards Secretary of Agriculture, and has since made its way from State to State until provision for its observance extends to almost every State and Territory.

The central idea of Arbor Day is the intelligent and appreciative planting of trees by school children. The planting is usually accompanied by exercises, to impress upon the children the beauty and usefulness of trees, and thus lend to the work the value of a bit of nature study. Arbor Day has done much to inculcate a love of trees, and has added impetus to the general movement for the better knowledge and wiser use of forests.

Common causes of failure have been the lack of care in doing the work, and neglect of the trees after they are planted. In this way much of the educational value of the work is lost. By leaving the trees unprotected from animals, insects, and other destructive agencies, the intended good example is turned, for want of a little care, into a negative one.

Arbor Day is the time for disseminating sound, practical knowledge regarding forestry in its broader aspect. The mere act of setting a few trees, without reference to the commercial utility and the protective value of forests, is but a small part of the work of the day.

The careful selection of trees for a specific use and situation is essential to success, and proper planting is equally important.

Though less fastidious than agricultural crops in their demands upon the soil, trees cannot be set in a rough soil at random and then expected to flourish.

Large trees are by no means always the best to plant. Small seedlings may be secured easily and cheaply, and are much more likely to live. If these are set out in good numbers, after the pattern of a commercial plantation, they will become in due time a tree forest on a small scale.

Outside the scope of the actual planting, it is well to bear in mind that Arbor Day is not the only day on which trees deserve the intelligent thought of the children. They need care throughout the season. Watching the plantation thrive under right treatment greatly adds to the educational value of the work, which otherwise leaves but a slight impression. In after years, the children should be able to point with satisfaction to the work of their school days.

CLEM HAMPTON.

THE CRY OF THE PINES.

Listen! The great trees call to each other:
 "Is it come your time to die, my brother?"
 And through the forest, wailing and moaning,
 The hearts of the pines in their branches groaning:
 "We die, we die!"

"We, who have watched the centuries dying—
 The span of years but an arrow's flying,
 Ages seeming a day and a morrow;
 Lo, we have reached the time of our sorrow—
 "We die, we die!"

"We, who have stood with our ranks unbroken,
 Breasting the storms, a sign and a token
 That the gale shall cease, and the wild winds staying,
 Man we shielded, has come—and is slaying—
 "We die, we die!"

"Flaying the bark, and our bodies baring,
 Like dim, white ghosts in the moonlight staring
 Naked we stand, with the life-sap welling—
 Tears of resin to gather for selling—
 "We die, we die!"

Thus through the land are the forests dying,
 One piece of silver a true-life buying;
 Listen! The great trees moan to each other:
 "The ax has scarred us, too, my brother—
 "We die, we die!"

—*Anne McQueen.*

PUT FLOWERS IN YOUR WINDOW.

Put flowers in your window, friend,
 And summer in your heart,
 The greenness of their mimic boughs
 Is of the woods a part;
 The color of their tender bloom
 Is love's own pleasing hue,
 As surely as you smile on them,
 They'll smile again on you.

Put flowers in your window, when
 You sit in idle mood,
 For wholesome, mental ailment,
 There is no cheaper food.
 For love and hope and charity
 Are in their censer shrined,
 And shapes of loveliest thought grow out
 The flower-loving mind.

—*Author Unknown.*

MOTION SONG—THE TREE'S STORY.

Tune—"Comin' Thro' the Rye."

The trees lift up their branches tall;
 Their leaves dance in the breeze;
 "Oh, ho!" they sing, "for what care we?
 We're living at our ease."

But presently the woodman comes,
 With axes sharp and bright,
 And choosing him a tall pine tree,
 He works with all his might.

"Oh, see! the tree is falling now"—
 It lies upon the ground;
 The axe cuts off each twig and bough,
 And round it chains are bound.

Two horses pull the tree along
 Until a stream they find,
 On which the tree floats to the mill,
 Where waits the miller kind.

He lays the log before the saw,
 And back and forth it goes,
 Until the mill is full of boards
 That lie in long white rows.

And then the children's father buys
 Shingles and beams and planks,
 To build the house for which we must
 Give tree and woodman thanks.

—*Grace Butterfield in Little Men and Women.*

THE WAYSIDE INN.

I halted at a pleasant inn,
 As I my way was wending—
 A golden apple was the sign,
 From knotty bough depending.

Mine host—it was an apple tree—
 He smilingly received me,
 And spread his choicest, sweetest fruit,
 To strengthen and relieve me.

Full many a little feathered guest
 Came through his branches springing;
 They hopped and flew from spray to spray,
 Their notes of gladness singing.

Beneath his shade I laid me down,
 And slumber sweet possessed me;
 The soft wind blowing through the leaves
 With whispers low caressed me;

And when I rose, and would have paid
 My host so open-hearted,
 He only shook his lofty head—
 I blessed him, and departed.

—*From the German.*

ARBOR DAY.

Air—"Lightly Row."

Arbor Day, Arbor Day,
 See, the fields are fresh and green;
 All is bright, cheerful sight,
 After Winter's night.
 Birds are flying in the air,
 All we see is fresh and fair;
 Bowers green, now are seen,
 Flowers peep between
 Swaying trees, swaying trees,
 Rocking gently in the breeze,
 Dressed so gay, fine array,
 For this Arbor Day.
 While we plant our trees so dear,
 All the others list to hear,
 How we sing, in the spring,
 And our voices ring.

Here we stand, here we stand,
 Round the tree, a royal band;
 Music floats, cheering notes,
 Sweetly, gaily floats.
 March along with heads so high,
 While our tree is standing nigh.
 Step away, light and gay,
 On this Arbor Day.

—*M. L. P. from Motion Songs.*

THE STATE OF FLORIDA ARBOR DAY, 1912

JANUARY 5th

SUGGESTIVE PROGRAM.

Song America

Scripture Reading.

Invocation We Thank Thee

Reading Letter of State Superintendent.

Quotations for Roll Call.

Song Selected

Short Selections for Recitations.

Essays—"How to Plant a Tree."

"The Relation of the Forest to the Regularity of
the Flow of Streams."

"Varieties of Birds in Our State."

Recitation.....Blessing for the Tree Planter

Recitation.....Arbor Day Workers

Recitation.....In the Egret's Nest

Song.....Arbor Day Song

SCRIPTURE READING.

I made me gardens and orchards and I planted trees in them.
 I will make the place round about my hill a blessing.
 The ground shall bring forth its increase and the trees shall be
 filled with fruit.
 I will plant in the wilderness a cedar.
 It shall bring forth boughs and be a goodly cedar.
 I will set in the desert the fir tree and the pine.
 The desert shall rejoice and blossom as the rose.
 The desolate land shall be tilled.
 The wilderness and the solitary place shall be glad.
 Thou shalt not destroy the trees, for the tree of the field is man's
 life.

WE THANK THEE.

"For flowers that bloom about our feet;
 For tender grass, so fresh, so sweet;
 For song of bird, and hum of bee;
 For all things fair we hear or see,
 Father in Heaven, we thank Thee!

"For blue of stream and blue of sky;
 For pleasant shade of branches high;
 For fragrant air and cooling breeze;
 For beauty of the blooming trees,
 Father in Heaven, we thank Thee!"

(Whole school recite the above in concert.)

Tallahassee, November, 1911.

To the Teachers of Public Schools and School Officials of Florida:

It again becomes my pleasant duty to invite your attention to the observance of Arbor Day. The lesson of Arbor Day is the use and value of the tree in the life of the nation. It should, therefore, be the aim of the teacher so to observe the day as to convey this lesson clearly and impressively.

"Civilization and Education develop finer sentiments toward the beautiful in nature and art. The same intelligence that demands cleaner and more healthful homes and cities demands also more beautiful homes and cities. The most beautiful and the

most permanent adornment for yards, streets, school grounds and parks are good shade trees. They add to the health, the comfort and the beauty of any community. They also attract and keep close to us the best of our wild song birds. It is very proper, therefore, that special days should be set aside for the planting of trees, and the holding of such exercises as shall arouse in our children a sound and intelligent appreciation of the beauty and value of our birds and trees."

I trust you will derive much pleasure and profit from the exercises of the day.

Cordially yours,

WM. M. HOLLOWAY,
State Superintendent of Public Instruction.

QUOTATIONS.

The best verses I have produced are the trees I have planted.
—Holmes.

The forests of the earth are the flags of nature.
—Enos A. Mills.

A man does not plant a tree for himself; he plants it for posterity.
—Alexander Smith.

Summer or winter, day or night,
The woods are ever a new delight. —Stoddard.

Let us plant a tree by the wayside,
Plant it with smiles and with tears;
A shade for some weary wanderer,
A hope for the coming years. —L. M. Mooney.

Come, sit down, little children,
Beneath these tall old trees,
There's such a world of sweetness
In the kisses of the breeze. —Alice Cary.

A traveler on a dusty road
Threw acorns on the lea,
And one took root and sprouted up,
And grew into a tree.

The children loved its pleasant shade,
 The birds sweet music bore:
 It stood a glory in its place,
 A blessing evermore.

—*Selected.*

A tree is a deposit in the bank of nature which she always
 repays a thousand fold.

—*Stoddard.*

There's nothing the eye of the gazer sees
 More worthy of love than the beautiful trees.—*Selected.*

"What you would have appear in the nation's life, you must
 introduce into the public schools."

—*A German Proverb.*

Among the beautiful pictures
 That hang in memory's wall
 Is one of a dim old forest
 That seemeth best of all.

—*Alice Cary.*

The man who builds does a work which begins to decay as
 soon as he is done, but the work of the man who plants trees
 grows better and better, year after year, for generations.

—*Charles Dudley Warner.*

We plant upon the sunny lea,
 A shadow for the noontide hour,
 A shelter from the summer shower,
 When we plant the apple tree.

—*William Cullen Bryant.*

One impulse from a vernal wood
 May teach you more of man,
 Of moral evil, and of good,
 Than all the sages can.

—*William Wordsworth.*

He who plants a tree
 Plants a hope.

—*Lucy Larcom.*

Mouldering and moss-grown, through the lapse of years, in
 motionless beauty stands the giant oak; whilst those who saw its
 green and flourishing youth are gone and are forgotten.

—*Henry Wadsworth Longfellow.*

The foot that is familiar with the grass usually belongs to a man of lighter heart than he whose soles seldom wander from the pavement.

—*Leo. H. Grindon.*

What conqueror in any part of life's battle could desire a more beautiful, a more noble, or a more patriotic monument than a tree planted by the hands of pure and joyous children, as a memorial to his achievements?

—*B. J. Lossing.*

The tree planter and teacher united in one shall be declared the best benefactor of modern times—the chief provider for posterity.

—*J. Sterling Morton.*

There is no unbelief.

Whoever plants a seed beneath the sod

And waits to see it push away the clod

Trusts in God.

—*Bulwer-Lytton.*

To own a bit of ground, to scratch it with a hoe, to plant seeds and watch their renewal of life—this is the commonest delight of the race, the most satisfactory thing one can do.

—*Warner.*

The best and highest thing a man may do in a day is to sow a seed, whether it be in the shape of a word, an act, or an acorn.

—*J. B. O'Reilly.*

A man who plants a tree and cares for it, has added at least his mite to God's creation.

—*Lucy Larcum.*

The young should plant trees in recognition of the obligations they owe to those who planted trees for them. The old should plant trees to illustrate their hope for the future, and their concern for those who are to come after them. The economist should plant trees, especially in the prairie country, and beautify the landscape and ameliorate the sweep of the north wind. And as we plant trees on Arbor Day a kindred feeling to that experienced on the Fourth of July should possess us. For the time being we are in mind; we are one people, engaged in something to do good to mankind.

—*J. Wilson.*

AN ARBOR DAY TREE.

Dear little tree that we plant today,
What will you be when we're old and gray?

"The savings bank of the squirrel and mouse,
 For robin and wren and apartment house,
 The dressing-room of the butterfly's ball,
 The locust's and katydid's concert hall,
 The schoolboy's ladder in pleasant June,
 The schoolgirl's tent in the July moon,
 And my leaves shall whisper them merrily
 A tale of the children who planted me."

—*Youth's Companion.*

A RIDDLE.

I have only one foot, but thousands of toes;
 My one foot stands, but never goes.
 I have many arms, and they're mighty all;
 And hundreds of fingers, large and small.
 From the ends of my fingers my beauty grows,
 I breathe with my hair, and I drink with my toes.
 I grow bigger and bigger about the waist,
 And yet I am always very tight laced.
 None e'er saw me eat—I've no mouth to bite;
 Yet I eat all day in the full sunlight.
 In summer with song I shake and quiver,
 But in winter I fast and groan and shiver.

—*George McDonald.*

WITHOUT.

"Without the birds there would be no forest trees.
 Without the trees there would be no water.
 Without birds, trees and water—industry, commerce and even
 life itself, must cease."

LEAF-TONGUES OF THE FOREST.

The leaf-tongues of the forest, the flower-lips of the sod,
 The happy birds that hymn their rapture in the ear of God,
 The summer wind that bringeth music over land and sea,
 Have each a voice that singeth this sweet song of songs to me:
 "This world is full of beauty, like other words above
 And, if we did our duty, it might be full of love."—*Gerald Massey.*

The average American does not seem to realize the significance of such truths as these:

Our native forests are rapidly diminishing.

As a consequence, our streams are drying up.

The soil is being robbed of its fertility.

The number of our native birds has decreased 46 per cent. in the last fifteen years.

Insects destroy consequently annually in this country alone \$3,000,000,000 to \$4,000,000,000 worth of produce.

It is almost a question of "Save our Birds," or "Lose our Trees."

To save our birds and better our trees and crops, we must consider bird life and encourage the birds in more friendly relations with us.

—*Atlantic Educational Journal.*

BLESSING FOR THE TREE PLANTER.

O painter of the fruits and flowers!

We thank Thee for thy wise design,

Whereby these human hands of ours

In nature's garden work with Thine.

Give fools their gold and knaves their power;

Let Fortune's bubbles rise and fall;

Who sows a field or trains a flower

Or plants a tree is more than all.

For he who blesses most is blest;

And God and man shall own his worth

Who toils to leave as his bequest

An added beauty to the earth.

And, soon or late, to all who sow,

The time of harvest shall be given;

The flower shall bloom, the fruit shall grow,

If not on earth, at last in heaven.

—*Whittier.*

ARBOR DAY WORKERS.

An acorn was dropped by a gay little squirrel

As he scampered along on his way;

Oh, say, did he know he had planted a tree,

Doing his part to keep Arbor Day?

From the bill of a robin, a cherry stone dropped;
 That stone to a cherry tree grew;
 Said the bird, "Tho' the season for Arbor Day's past
 I wish you would count me in, too."

And the gay wind had scattered full many a seed
 He had gathered in frolicsome play;
 He shouted, "O, what would you do without me,
 To help you keep glad Arbor Day?"

"I tumble the apples and peaches all down,
 The pears and the plums that you see;
 I know they are hiding full many a seed
 Which will grow to a beautiful tree."

And all of the children together exclaimed,
 "We wish to help, too, if you please—
 To help the dear birds and the squirrels and the wind
 In planting the beautiful trees." —Selected.

IN THE EGRET'S NEST.

The Angel who numbers the birds for the God of All Things
 That Be
 Had come afar from his journeying over the land and the sea,
 And he spake to the Lord of the Sparrows: "True was my count
 today,
 Them that were slain I numbered, and the sparrows that fell by
 the way;
 And down in the reeds and water-grass of an island in the west,
 I counted the young of an egret, that starved in the egret's nest.
 "And some they were slain that man might live, for so hast Thou
 made the Law;
 And some for the lust of their shining plumes, and all of them
 I saw;
 And counted all whose songs were hushed within their little
 throats—
 The slain for the Law of Living, and the slain for their shining
 coats.
 True have I numbered them all, and the smallest along with the
 rest—
 The young that starved in the rushes, alone in the egret's nest!"

And the Lord of the Little Creatures, who marks where His sparrows fall,
 And in the hollow of His hand makes room for the weak and the small;
 The Father of the fatherless gave ear, and He listened and heard,
 And behold He has asked a question: "And what of the mother-bird?"
 Now answer, you who wear the plumes that were stript from the mother-breast;
 Tell why the young of the egret starved, alone in the egret's nest!
 —*Anne McQueen.*

ARBOR DAY SONG. *

(Air: Hold the Fort.)

Friends and parents gather with us,
 In our school today,
 Thoughts of groves and tangled wildwoods,
 In our minds hold sway.

CHORUS.

Spare the trees, oh, thoughtless woodman,
 Hew but what you need,
 They give balm to vagrant breezes,
 For their lives we plead.

Giant oaks in sunny pastures
 Cast their pleasant shade
 Maples clad in gold and crimson
 Cheer the darkened glade.

Lofty firs and murmuring pine trees
 Shading mountain's crest,
 Are the growth of weary ages;
 For them we protest.

Heralded in leafy banners,
 Season's four we greet;
 Every bough a sacred temple
 For the song birds sweet. —*Iowa Special Days.*

CHAPTER VIII.

TEACHERS' SUMMER TRAINING SCHOOLS.

PART I—1911.

Teachers' Summer Training Schools were conducted at Gainesville and Tallahassee for white teachers for a period of six weeks, ending July 28, 1911, with Dr. A. A. Murphree and Dr. Edward Conradi, principals, respectively, in charge without pay. The school for negro teachers was conducted at Tallahassee for a period of six weeks, ending July 28, 1911, with Principal N. B. Young in charge without pay.

GAINESVILLE—WHITE.

Total. Male. Female.

Number enrolled 16 years old and over	106	32	74
Average daily attendance.....	90	28	62
Number enrolled who have taught...	81	26	55
Number enrolled who have not taught	25	6	19
Number enrolled holding First Grade Certificates	49	19	30
Number enrolled holding Second Grade Certificates	22	6	16
Number enrolled holding Third Grade Certificates	9	0	9
Number enrolled holding no certificate	26	7	19

TALLAHASSEE—WHITE.

	Total. Male. Female.		
Number enrolled 16 years old and over	56	10	46
Average daily attendance	51	11	40
Number enrolled who have taught...	32	8	24
Number enrolled who have not taught	24	5	19
Number enrolled holding First Grade Certificates	15	8	7
Number enrolled holding Second Grade Certificates	21	0	21
Number enrolled holding Third Grade Certificates	1	0	1
Number enrolled holding no certificate	19	5	14

TALLAHASSEE—NEGRO.

	Total. Male. Female.		
Number enrolled 16 years old and over	43	4	39
Average daily attendance	21	3	18
Number enrolled who have taught...	27	4	23
Number enrolled who have not taught	16	0	16
Number enrolled holding First Grade Certificates	1	1	0
Number enrolled holding Second Grade Certificates	8	0	8
Number enrolled holding Third Grade Certificates	14	1	13
Number enrolled holding no certificate	20	2	18

ENROLLMENT BY COUNTIES.

	GAINESVILLE.			TALLAHASSEE.			NEGRO.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
The State	106	32	74	56	11	45	43	4	39
Alachua	28	10	18	...	...	...	...	...	...
Baker	1	...	1	...	...	...	...	...	...
Bradford	3	1	2	1	1	...	...	...	...
Brevard	1	1	...	...	...	...	...	...	...
Calhoun .....	...	...	...	...	...	...	...	...	...
Citrus	3	...	3	...	...	...	...	...	...
Clay	2	1	1	...	...	...	1	...	1
Columbia	1	...	1	...	...	...	...	...	...
Dade .....	...	...	...	...	...	...	...	...	...
De Soto	2	...	2	...	...	...	...	...	...
Duval	2	1	1	1	...	1	3	...	3
Escambia .....	...	...	...	7	...	7	...	...	...
Franklin .....	...	...	...	3	...	3	3	...	3
Gadsden .....	...	...	...	5	1	4	1	1	...
Hamilton	2	2	...	...	...	...	...	...	...
Hernando	3	...	3	...	...	...	1	1	...
Hillsborough	8	1	7	...	...	...	...	...	...
Holmes .....	...	...	...	1	1	...	...	...	...
Jackson .....	...	...	...	2	1	1	...	...	...
Jefferson .....	...	...	...	4	...	4	...	...	...
LaFayette	1	1	...	...	...	...	...	...	...
Lake	4	1	3	...	...	...	...	...	...
Lee .....	...	...	...	1	1	...	...	...	...
Leon .....	...	...	...	20	6	14	30	2	28
Levy	6	3	3	...	...	...	...	...	...
Liberty .....	...	...	...	...	...	...	...	...	...
Madison .....	...	...	...	2	...	2	...	...	...
Manatee	2	...	2	...	...	...	...	...	...
Marion	8	1	7	...	...	...	2	...	2
Monroe	3	2	1	...	...	...	...	...	...

ENROLLMENT BY COUNTIES—(Continued.)

	GAINESVILLE.			TALLAHASSEE.			NEGRO.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
Nassau	2	...	2	...	...	...	...	...	...
Orange .....	...	...	...	...	...	...	1	...	1
Osceola .....	...	...	...	...	...	...	...	...	...
Palm Beach .....	...	...	...	1	...	1	...	...	...
Pasco	7	...	7	...	...	...	...	...	...
Polk	6	1	5	1	...	1	...	...	...
Putnam .....	...	...	...	1	...	1	...	...	...
St. Johns	2	...	2	1	...	1	...	...	...
St. Lucie .....	...	...	...	...	...	...	...	...	...
Santa Rosa .....	...	...	...	...	...	...	...	...	...
Sumter	2	2	...	...	...	...	...	...	...
Suwannee	4	4	...	...	...	...	...	...	...
Taylor	1	...	1	2	...	2	1	...	1
Volusia	2	...	2	1	...	1	...	...	...
Wakulla .....	...	...	...	1	...	1	...	...	...
Walton .....	...	...	...	1	...	1	...	...	...
Washington .....	...	...	...	...	...	...	...	...	...

EXPENSES SUMMER TRAINING SCHOOL, 1911.

SALARIES OF INSTRUCTORS—GAINESVILLE.

Jno. A. Thackston, service, 30 days.....	\$ 200.00
W. S. Cawthorn, service, 30 days.....	200.00
Geo. M. Lynch, service, 30 days.....	200.00
E. W. McMullen, service, 30 days.....	200.00
B. B. Lane, service, 30 days.....	200.00
P. W. Corr, service, 30 days.....	200.00
Nellie Stevens, service, 30 days.....	200.00

Asa B. Clark, service, 20 days.....	133.33
W. H. Cassels, service, 10 days.....	66.67

SALARIES OF INSTRUCTORS—TALLAHASSEE.

W. E. Knibloe, service, 30 days.....	\$ 200.00
Elmer R. Smith, service, 30 days.....	200.00
N. M. Salley, service, 30 days.....	200.00
J. C. Calhoun, service, 30 days.....	200.00
W. N. Sheats, service, 30 days.....	200.00
F. A. Hathaway, service, 30 days.....	200.00
Ella LaF. Hamilton, service, 30 days.....	200.00
R. A. Gray, service, 30 days.....	100.00
Arthur Williams, service, 20 days.....	133.33
Richard VanBrunt, service, 10 days.....	66.67

SALARIES OF INSTRUCTORS—NEGRO SCHOOL.

Tallahassee—Negro.

J. O. Wright, service, 30 days.....	\$ 150.00
L. M. Cropper, service, 30 days.....	150.00
J. A. Wilson, service, 30 days.....	150.00

INCIDENTALS.

T. J. Appleyard, printing.....	\$ 29.75
N. B. Young, postage.....	2.79
J. M. Donald, janitor.....	12.00
John McDongall	50.19

Total\$3,844.73

Amount brought forward.....	10.68
Amount appropriated	4,000.00
Balance unexpended	\$ 165.95

RESOLUTIONS OF GAINESVILLE SUMMER
NORMAL, 1911.

Through the wise provision of our State Legislature we have spent the past six weeks here as guests of the University of Florida, as students working earnestly together over our common problems, and as friends met on a lasting ground of common interest. We feel ourselves richer in the circle of our friends, better grounded in our studies, and stronger for our future work, by reason of our attendance in this Summer Training School. And we want those who have contributed so largely to bringing this about to know our feelings in the matter. Therefore be it

Resolved: First, That we express our sincere appreciation of those friends of education in the Legislature who made our work here possible. May the number of such far-sighted men increase in every succeeding Legislature.

Second, That we assure Superintendent Holloway of our unqualified approval of his work in the interest of this school, and we commend his judgment in the selection of its faculty. We, therefore, appreciate his faithful efforts in behalf of the advancement of education in Florida.

Third, That in our judgment the work of this Summer Training School, to be more effective, imperatively demands an eight-weeks' term in place of the present six weeks. And that we urge upon the Legislature and upon Superintendent Holloway the pressing need of this change—the forward step.

Fourth, That we wish to thank the University authorities for the generous hospitality which they have shown us in turning the campus and equipment of the University over to us for these six weeks. And, furthermore, for other special favors which have been shown us.

Fifth, That we shall always hold the faculty in grateful remembrance for their uniform kindness and unfailing

promptness in helping us in our work, whenever we have gone to them for assistance; and for the fine spirit in which they have conducted their classes.

Sixth, That we wish to express our special thanks to Dr. and Mrs. Thackston, who made us feel at home in the first hours of our stay here, and to Miss Stevens, who has been responsible for much of our pleasure on the campus. Also to Mrs. Swanson for her excellent management of the dining hall.

Seventh, That we wish to commend to the people of the State of Florida the work of the Agricultural Experiment Station, which has been shown through the courtesy of Director P. H. Rolfs and his assistants.

Eight, That a copy of these resolutions be sent to Superintendent Holloway, Dr. Thackston, and press of the State.

(Signed)

CHARLOTTE M. BALDWIN,
Chairman.

VERA L. THORPE,
MAGGIE B. MILES,
E. MCK. HIGHSMITH,
BARNEY J. PADGETT,

Secretary.

Committee on Resolutions.

PART II—1912.

Teachers' Summer Training Schools were conducted at Gainesville and Tallahassee for white teachers for a period of six weeks, ending July 27, 1912, with Dr. A. A. Murphree and Dr. Edward Conradi, principals, respectively in charge without pay. The school for negro teachers was conducted at Tallahassee for a period of six weeks, ending July 27, 1912, with Principal N. B. Young in charge without pay.

GAINESVILLE—WHITE.

	Total.	Male.	Female.
Number enrolled 16 years old and over	152	34	118
Average daily attendance	121	25	96
Number enrolled who have taught...	120	20	100
Number enrolled who have not taught	32	14	18
Number enrolled holding First Grade Certificates	63	18	45
Number enrolled holding Second Grade Certificates	38	4	34
Number enrolled holding Third Grade Certificates	15	2	13
Number enrolled holding no certificate	36	10	26

TALLAHASSEE—WHITE.

	Total.	Male.	Female.
Number enrolled 16 years old and over	62	6	56
Average daily attendance	58	5	53
Number enrolled who have taught...	41	3	38
Number enrolled who have not taught	21	3	18
Number enrolled holding First Grade Certificates	13	2	11
Number enrolled holding Second Grade Certificates	11	..	11
Number enrolled holding Third Grade Certificates	11	..	11
Number enrolled holding no certificate	21	3	18

TALLAHASSEE—NEGRO.

	Total.	Male.	Female.
Number enrolled 16 years old and over	45	5	40
Average daily attendance	17	2	15
Number enrolled who have taught...	30	3	27
Number enrolled who have not taught	10	..	10

	Total. Male. Female.		
Number enrolled holding First Grade Certificates	1	1	..
Number enrolled holding Second Grade Certificates	15	..	15
Number enrolled holding Third Grade Certificates	18	1	17
Number enrolled holding no certificate	6	1	5

ENROLLMENT BY COUNTIES.

	GAINESVILLE.			TALLAHASSEE.			NEGRO.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
The State	152	34	118	62	6	56	45	5	40
Alachua	37	12	25	...	...	...	...	...	...
Baker	1	1	...	2	...	2	...	...	...
Bradford	4	2	2	...	...	...	...	...	...
Brevard	1	...	1	...	...	...	...	...	...
Calhoun .....	...	...	...	2	...	2	...	...	...
Citrus .....	...	...	...	...	...	...	...	...	...
Clay	1	...	1	...	...	...	...	...	...
Columbia .....	...	...	...	1	...	1	...	...	...
Dade	4	1	3	...	...	...	...	...	...
DeSoto	5	2	3	...	...	...	...	...	...
Duval	4	...	4	2	...	2	5	1	4
Escambia	1	1	...	7	1	6	3	...	3
Franklin .....	...	...	...	2	...	2	1	...	1
Gadsden .....	...	...	...	4	1	3	...	...	...
Hamilton .....	...	...	...	...	...	...	...	...	...
Hernando	2	...	2	...	...	...	...	...	...
Hillsborough	11	1	10	1	...	1	1	...	1
Holmes .....	...	...	...	...	...	...	...	...	...
Jackson .....	...	...	...	...	...	...	1	...	1
Jefferson .....	...	...	...	3	...	3	1	...	1
LaFayette .....	...	...	...	1	...	1	...	...	...
Lake	5	2	3	...	...	...	...	...	...
Lee	4	1	3	...	...	...	...	...	...
Leon .....	...	...	...	26	3	23	33	4	29
Levy	3	2	1	...	...	...	...	...	...
Liberty .....	...	...	...	1	1	...	...	...	...
Madison .....	...	...	...	...	...	...	...	...	...
Manatee	2	...	2	1	...	1	...	...	...
Marion	16	1	15	...	...	...	...	...	...
Monroe	10	1	9	...	...	...	...	...	...

ENROLLMENT BY COUNTIES—Continued.

	GAINESVILLE.			TALLAHASSEE.			NEGRO.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
Nassau .....	...	...	...	...	...	...	...	...	...
Orange	2	...	2	3	...	3	...	...	...
Osceola .....	...	...	...	...	...	...	...	...	...
Palm Beach .....	...	...	...	1	...	1	...	...	...
Pasco	12	1	11	...	...	...	...	...	...
Pinellas	5	...	5	...	...	...	...	...	...
Polk	10	2	8	1	...	1	...	...	...
Putnam .....	...	...	...	...	...	...	...	...	...
St. Johns .....	...	...	...	...	...	...	...	...	...
St. Lucie .....	...	...	...	2	...	2	...	...	...
Santa Rosa .....	...	...	...	...	...	...	...	...	...
Sumter	1	1	...	...	...	...	...	...	...
Suwannee	4	1	3	...	...	...	...	...	...
Taylor	1	...	1	...	...	...	...	...	...
Volusia	3	...	3	2	...	2	...	...	...
Wakulla	1	...	1	...	...	...	...	...	...
Walton	1	1	...	...	...	...	...	...	...
Washington	1	1	...	...	...	...	...	...	...

EXPENSES SUMMER TRAINING SCHOOLS, 1912.

SALARIES OF INSTRUCTORS—GAINESVILLE.

Jno. A. Thackston, service, 30 days.....	\$ 200.00
B. B. Lane, service, 30 days.....	200.00
Geo. M. Lynch, service, 30 days.....	200.00
E. W. McMullen, service, 30 days.....	200.00
F. A. Hathaway, service, 30 days.....	200.00
P. W. Corr, service, 30 days.....	200.00
D. Meade Bernard, service, 30 days.....	200.00
Jessie Morrell, service, 30 days.....	200.00
W. B. Hathaway, service 30 days.....	100.00

SALARIES OF INSTRUCTORS—TALLAHASSEE.

A. D. Kean, service, 30 days.....	\$ 200.00
R. W. VanBrunt, service, 30 days.....	200.00
N. M. Salley, service, 30 days.....	200.00
Elmer R. Smith, service, 30 days.....	200.00
Arthur Williams, service, 30 days.....	200.00
W. E. Knibloe, service, 30 days.....	200.00
Rowena Longmire, service, 30 days.....	200.00
F. S. Harstfield, service 30 days.....	100.00
H. A. Ferrell, service 25 days.....	166.66

SALARIES OF INSTRUCTORS—NEGRO SCHOOL.

J. A. Wilson, service, 30 days.....	\$ 150.00
J. C. Wright, service, 30 days.....	150.00
M. E. Melvin, service, 30 days.....	75.00
E. A. Davis, service, 30 days.....	75.00

INCIDENTALS.

Florida School Exponent.....	\$ 25.00
True Democrat	9.25
W. M. Holloway, postage and advertising.....	30.00
N. B. Young, postage.....	6.75
N. B. Young, for janitor.....	15.00
T. J. Appleyard, printing and stationery.....	89.70
Alex McDougall	170.00

Total	\$4,162.36
Amount brought forward	165.95
Amount appropriated	4,000.00
Balance unexpended	\$ 3.59

RESOLUTIONS OF TALLAHASSEE SUMMER
NORMAL, 1912.

The following resolutions were adopted by the student body of the University State Summer Training School:

Whereas, The taxpayers of the State of Florida do realize that in their contributions for educational purposes their homes and fair State are made safer and happier, and have therefore by their taxes made this school possible, and

Whereas, The State Legislature has provided for the teachers of Florida this State Summer Training School at the University of Florida, and the State Board of Education has displayed rare wisdom in the selection of instructors for said school, and

Whereas, The instructors have so patiently, faithfully and even persistently labored for the educational advancement of each of those looking to them for instruction, and have so kindly and successfully administered in every way and at all times to the comfort and pleasure of all, and

Whereas, To these benefits have been added the unbounded hospitality of the good people of Gainesville, therefore be it

Resolved, That we extend our sincere thanks to the taxpayers of the State, to the State Legislature and to the State Board of Control for making this school possible; to State Superintendent W. M. Holloway for the interest he has manifested in this school and the visit and timely talk he made us; to President Murphree, Dr. Thackston, the instructors and Mrs. Swanson; to Dr. Flint and Prof. Rolfs for their excellent Friday night talks; and be it further

Resolved, That we extend to Dr. and Mrs. J. L. Kelley and to the Board of Public Instruction of Alachua county thanks for the delightful evening given us; also to the churches of Gainesville for furnishing autos, without cost to us, to take us to and from Sunday school and church services; and be it further

Resolved, That we endorse and reiterate the sentiment expressed in the resolutions adopted by the student body of the State Summer Training School twelve months ago, viz: That the State Legislature at its next session provide funds sufficient to extend the term of the Summer Training School from six weeks to ten weeks; also that additional funds be appropriated for the use of the Board of Control to enable this board to supplement the Summer School faculties by the appointment of professors from the faculties of the State University and of the Woman's College so that a wider range of courses embracing not only usual courses taught in these summer schools, but to be included with these, advanced college courses best suited to the various needs of teachers and advanced students, that will in due course lead to college or advanced degrees. And be it further

Resolved, That we express our appreciation of the earnest and patriotic efforts put forth by State Superintendent Holloway to provide larger and more efficient facilities for the training of teachers. And be it further

Resolved, That we urge upon every teacher in the State the necessity for immediate action and determined work in having the constitutional amendment authorizing counties to issue bonds adopted in the coming election; and to this end we recommend that the teachers in this Summer Training School tender their services to State Superintendent Holloway in the campaign he is now making for its adoption.

Resolved, That copies of these resolutions be furnished to the State press with request to publish.

R. S. BLANTON,
J. W. ASBURY,
MRS. W. P. COFFEE,

Committee.

Gainesville, Fla., July 26, 1912.

RESOLUTIONS ADOPTED BY THE STUDENT TEACHERS' SUMMER
TRAINING SCHOOL, TALLAHASSEE, FLORIDA.

The following resolutions were adopted by the student teachers who attended the Summer Training School at Tallahassee:

In consideration of the many favors and privileges extended to us during the past six weeks, we desire to thank most heartily all those who have in any way contributed to make the Summer Training School a success; therefore be it resolved—

First, That we extend a vote of thanks to the State Legislature, which has made the school a possibility by providing for its maintenance.

Second, That we extend to State Superintendent Hollo-way our hearty appreciation for his untiring zeal, and for his love and interest in the progress of the school.

Third, That we express our thanks to Dr. Conradi for the beautiful lecture, and for the use of the library and equipment of the Florida State College for Women.

Fourth, That we express to the able faculty our sincere thanks and appreciation for their valuable instruction, their unfailing kindness, their cheerful patience and their painstaking efforts to make our time profitable and pleasant to us.

Fifth, That we express our love and gratitude to Miss Longmire, whom we shall hold in grateful remembrance; for we cannot but feel that we will all our lives be the better, stronger and happier for these six weeks of association with her.

Sixth, That we express our gratitude to Mrs. Yonge for the numberless attentions which contributed greatly to

our comfort and pleasure during our stay at the Summer School.

Seventh, That a copy of these resolutions be sent to the Florida School Exponent, The True-Democrat, and the daily papers of the State for publication.

Miss Adelia Pender,
Miss Ethel Morse,
Mrs. Stella Arrington,
Ben Hill Wilkinson,
Committee on Resolutions.

S. D. Gillis,
Chairman.

The following special resolution was adopted with reference to the lengthening of the term of the Summer Training Schools:

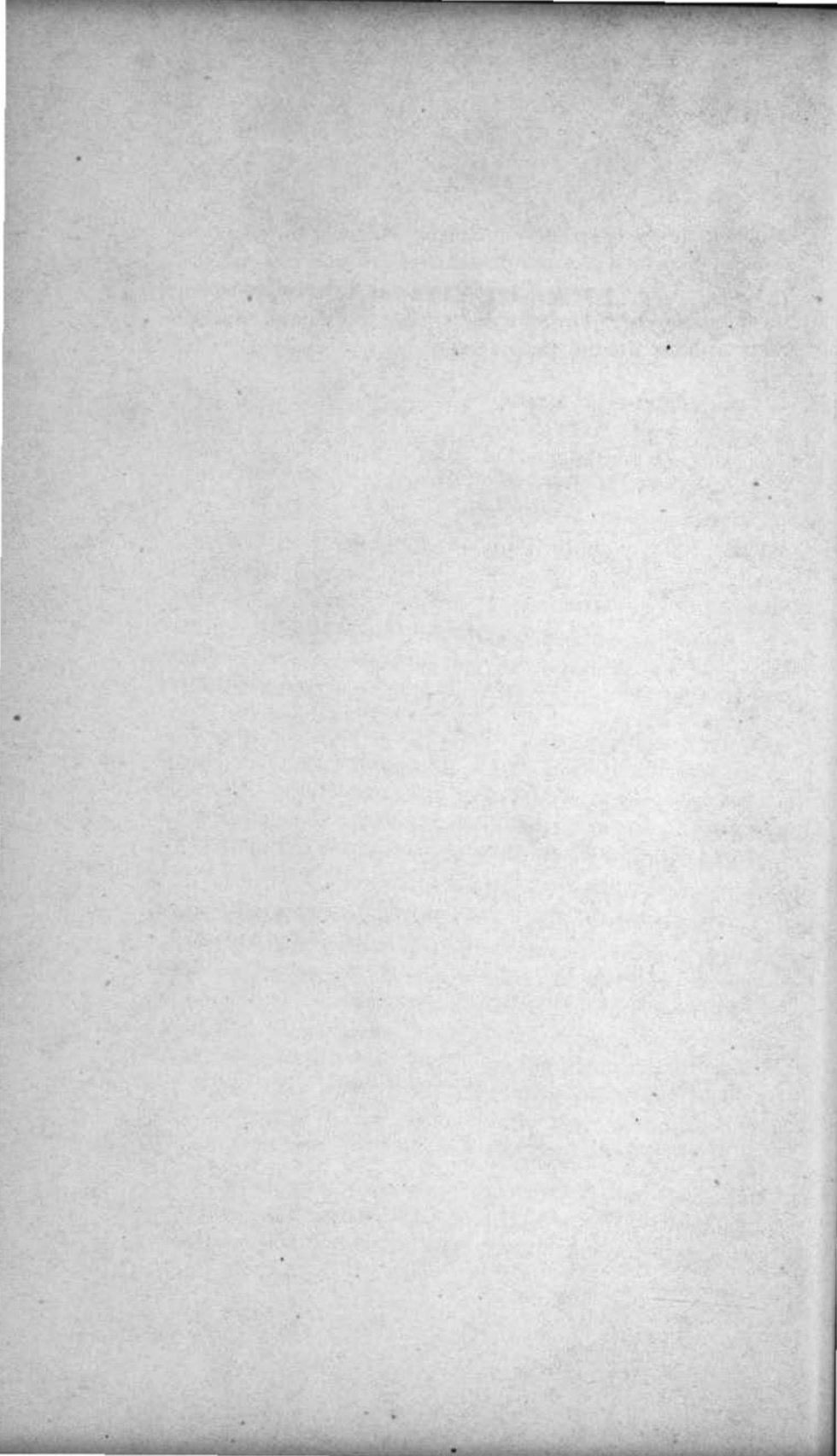
We, the teachers and students of the Summer Training School held at Tallahassee, Florida, June 17th to July 26th 1912, recognize that a term of six weeks is too short to properly assimilate the work to be done. Moreover, the time is too short to adequately emphasize the professional aspect of the work.

We would, therefore, urgently petition the Legislature to provide the funds so that the Summer Training School could be lengthened to ten weeks. If the term is thus lengthened the work of the Summer Training School can be correlated with the work of the regular term of the State Normals, so that credit can be given toward a diploma for such work under the same conditions which credit is given in the regular term time, as is done in many colleges and Normal Schools the country over.

Furthermore, by this means the number of professionally trained teachers could be greatly increased, since many teachers could secure a large part of their training to-

wards graduation from the Normal Schools during those months in which the public schools are not in session.

Many of the country teachers who have short school terms could enter early in the spring and could continue their studies during the summer.



CHAPTER IX.

STATISTICAL REPORTS OF COUNTY SUPERINTENDENTS FOR 1910-1911, TABULATED.

The following tables represent a complete summary of the statistical data gathered from the Annual Reports of the County Superintendents for the scholastic year beginning July 1, 1910, and ending June 30, 1911.

The preparation of such exhaustive tables requires painstaking care and toil in order to present them in accurate and definite form, but complete balances have been obtained throughout, and it is believed that the figures here represented are absolutely true and correct according to the Annual Reports upon which they are based. The earnest student of educational conditions will find much interest in perusing the great mass of figures here presented and in making comparisons.

The totals for the State are given at the top of the page for convenience, but each county is also represented in each table in order that helpful comparisons may be made between the several counties of the State.

TABLE I.—Total Population and School Population.

1910-1911. Counties.	Population Estimated from U. S. Census of 1910.			School Population (6 to 21), Estimated from U. S. Census of 1910.		
	Total	White	Negro	Total	White	Negro
The State	819,499	475,879	343,620	233,365	137,560	95,805
Alachua	37,420	15,765	21,655	11,820	5,027	6,793
Baker	5,240	4,240	1,000	1,659	1,309	350
Bradford	15,369	10,133	5,236	5,053	3,703	1,350
Brevard	5,145	3,179	1,966	1,333	978	355
Calhoun	8,144	5,350	2,794	2,079	1,591	488
Citrus	7,442	2,509	4,933	1,603	1,040	563
Clay	6,671	4,236	2,435	2,113	1,354	759
Columbia	19,295	8,643	10,652	6,203	2,779	3,424
Dade	13,117	8,956	4,161	2,384	1,744	640
DeSoto	15,489	12,847	2,642	4,271	3,806	465
Duval	81,988	37,748	44,240	27,500	12,575	14,985
Escambia	39,868	24,434	15,434	11,190	6,871	4,319
Franklin	5,673	3,236	2,437	1,301	849	452
Gadsden	24,214	8,172	16,042	5,382	1,875	3,507
Hamilton	12,899	7,682	5,217	4,420	2,288	2,132
Hernando	5,451	2,500	2,951	1,418	762	656
Hill boro	85,490	63,803	21,687	19,759	15,908	3,851
Holmes	12,606	10,737	1,869	3,867	3,619	248
Jackson	32,539	14,976	17,563	10,973	5,563	5,410
Jefferson	18,773	5,476	13,297	5,179	1,133	4,046
Lafayette	7,319	5,567	1,752	2,626	2,232	394
Lake	10,372	6,728	3,644	2,628	1,738	890
Lee	6,865	5,989	876	1,499	1,349	150
Leon	21,191	5,280	15,911	8,020	1,522	6,498
Levy	11,302	6,247	5,055	2,789	1,735	1,054
Liberty	4,947	2,589	2,358	1,477	855	622
Madison	18,455	8,467	9,988	6,171	2,736	3,435
Manatee	10,417	7,738	2,679	3,103	2,301	802
Marion	29,387	11,674	17,713	8,692	3,049	5,643
Monroe	23,521	15,843	7,678	6,031	4,321	1,710
Nassau	11,480	5,540	5,940	2,526	1,407	1,119
Orange	20,842	11,395	9,447	5,111	3,235	1,876
Osceola	6,007	5,039	968	1,744	1,520	224
Palm Beach	6,083	4,596	1,487	1,247	755	492
Pasco	8,183	5,397	2,786	2,399	1,771	628
Polk	26,341	18,474	7,867	7,449	5,798	1,651
Putnam	14,285	7,791	6,494	2,870	1,364	1,506
St. Johns	14,407	8,532	5,875	3,398	2,192	1,206
St. Lucie	4,475	3,439	1,036	1,060	871	189
Santa Rosa	16,249	11,467	4,782	5,790	4,217	1,573
Sumter	7,304	4,355	2,949	2,569	1,619	950
Suwannee	20,392	11,258	9,134	6,567	3,780	2,787
Taylor	7,748	5,952	1,796	1,964	1,405	559
Volusia	18,009	12,067	5,942	4,136	2,547	1,589
Wakulla	5,238	2,721	2,517	1,846	946	900
Walton	17,955	13,688	4,267	4,930	3,907	1,023
Washington	17,892	13,424	4,468	5,156	3,614	1,542

TABLE II.—Number of Schools and Average Length of Term in Days.

1910-1911. Counties.	No. of Schools.			Av. Length of Term.		
	Total	White	Negro	Total	White	Negro
The State	2,605	1,856	749	5,065	5,351	4,491
Alachua	113	70	43	104	119	80
Baker	32	29	3	118	120	100
Bradford	53	42	11	96	98	90
Brevard	26	19	7	133	152	80
Calhoun	48	37	11	93	94	90
Citrus	23	18	5	122	133	80
Clay	34	29	5	122	126	97
Columbia	78	47	31	117	135	90
Dade	31	23	8	130	136	110
DeSoto	67	61	6	102	104	80
Duval	76	42	34	137	144	128
Escambia	76	52	24	109	114	103
Franklin	9	7	2	128	119	160
Gadsden	63	28	35	85	102	72
Hamilton	59	43	16	90	96	72
Hernando	23	16	7	134	154	89
Hillsboro	115	93	22	117	120	103
Holmes	49	46	3	91	92	86
Jackson	122	76	46	80	83	79
Jefferson	59	20	39	95	124	80
Lafayette	50	46	4	99	99	100
Lake	52	41	11	119	123	109
Lee	28	27	1	110	110	120
Leon	73	31	42	99	121	82
Levy	57	43	14	121	123	114
Liberty	23	16	7	115	128	87
Madison	92	54	38	77	98	47
Manatee	44	41	3	107	108	87
Marion	106	57	49	118	129	102
Monroe	10	9	1	106	100	160
Nassau	57	41	16	102	102	104
Orange	57	39	18	124	132	112
Osceola	21	18	3	111	117	80
Palm Beach	18	11	7	139	151	120
Pasco	37	30	7	109	114	71
Polk	88	74	14	101	102	96
Putnam	56	32	24	108	124	86
St. Johns	33	25	8	115	112	125
St. Lucie	24	21	3	123	110	133
Santa Rosa	93	81	12	85	86	80
Sumter	36	25	11	103	104	100
Suwannee	93	64	29	80	84	73
Taylor	39	37	2	92	92	80
Volusia	51	35	16	122	134	98
Wakulla	35	22	13	104	111	92
Walton	80	69	11	79	80	73
Washington	96	69	27	94	92	97

TABLE III.—(a) Enrollment of Pupils by Race and Sex.
(b) Percentage of School Population (6 to 21) Enrolled.

1910-1911. Counties.	Enrollment.							Per Cent Enrolled.		
	Both Races	White	Negro	White Males	White Females	Negro Males	Negro Females	Both	White	Negro
The State	149,651	93,756	55,895	47,377	46,379	25,627	30,268	64	68	58
Alachua	7,345	3,501	3,844	1,730	1,771	1,700	2,144	62	70	57
Baker	1,161	1,025	136	549	476	62	74	70	78	39
Bradford	3,152	2,365	787	1,239	1,126	387	400	62	64	58
Brevard	978	700	278	339	361	140	138	73	72	78
Calhoun	1,670	1,338	332	677	661	145	187	80	84	68
Citrus	1,042	806	236	401	405	87	149	65	78	42
Clay	1,208	917	291	477	440	133	158	67	68	38
Columbia	4,142	2,033	2,109	1,048	985	962	1,147	67	73	62
Dade	2,107	1,582	525	782	800	238	287	88	91	82
DeSoto	3,321	3,044	277	1,596	1,448	129	148	78	80	60
Duval	9,861	5,928	3,933	2,917	3,011	1,710	2,223	36	47	26
Escambia	6,463	4,345	2,118	2,123	2,222	920	1,198	58	63	49
Franklin	788	466	322	214	252	133	189	61	55	71
Gadsden	4,669	1,680	2,989	849	831	1,241	1,648	37	90	85
Hamilton	2,469	1,497	972	770	727	428	544	56	65	46
Hernando	969	571	398	279	291	193	205	68	75	61
Hillsboro	10,889	8,933	1,956	4,432	4,501	922	1,034	55	56	51
Holmes	2,618	2,509	109	1,295	1,214	47	62	68	69	44
Jackson	8,347	4,126	4,221	2,163	1,963	2,015	2,206	76	74	78
Jefferson	4,050	944	3,106	493	451	1,497	1,609	78	83	77
Lafayette	1,704	1,475	229	800	675	104	125	65	66	58
Lake	1,843	1,366	477	682	684	222	255	70	79	54
Lee	1,226	1,108	118	655	553	57	61	82	70	79
Leon	5,446	1,086	4,360	568	518	2,033	2,327	68	71	67
Levy	2,174	1,373	801	691	632	167	434	78	79	76
Liberty	896	555	341	280	275	174	167	61	65	55
Madison	4,882	2,212	2,670	1,093	1,119	1,287	1,383	79	81	78
Manatee	2,070	1,825	245	931	894	119	126	67	79	31
Marion	6,274	2,385	3,889	1,242	1,143	1,791	2,098	72	78	69
Monroe	1,915	1,363	552	651	712	238	314	32	31	32
Nassau	2,098	1,151	947	556	595	390	557	83	82	85
Orange	4,018	2,505	1,513	1,216	1,289	699	814	79	77	81
Osceola	1,173	999	174	477	522	87	87	67	66	78
Palm Beach	1,103	693	410	334	359	188	222	39	92	83
Pasco	1,599	1,286	313	616	670	148	165	67	73	50
Polk	5,429	4,446	983	2,222	2,224	466	517	73	77	60
Putnam	2,554	1,198	1,356	597	601	600	756	89	88	90
St. Johns	1,860	1,259	601	653	606	261	340	55	57	50
St. Lucie	955	817	138	414	403	65	73	90	94	73
Santa Rosa	3,285	2,673	612	1,378	1,295	286	326	57	63	39
Sumter	1,658	1,049	609	572	477	277	332	65	65	64
Suwannee	4,463	2,756	1,707	1,432	1,324	775	932	68	73	61
Taylor	1,410	1,208	202	641	567	99	103	72	86	36
Volusia	3,366	2,152	1,214	1,030	1,122	551	663	81	85	76
Wakulla	1,364	705	659	349	356	301	357	74	75	73
Walton	3,289	2,759	530	1,431	1,328	240	290	67	71	52
Washington	4,348	3,042	1,306	1,593	1,449	612	694	84	84	85

TABLE IV.—(a) Average Daily Attendance of Pupils.
(b) Percentage of Enrollment in Daily Attendance.

1910-1911. Counties.	Average Daily Attendance.							Per-centage		
	Both Races	White	Negro	White Males	White Females	Negro Males	Negro Females	Both	White	Negro
The State	103,956	64,318	39,638	31,949	32,369	18,049	21,589	69	69	71
Alachua	5,335	2,448	2,887	1,178	1,270	1,270	1,617	73	70	75
Baker	798	683	115	355	328	53	62	69	67	85
Bradford	1,969	1,490	479	784	706	235	254	62	63	61
Brevard	719	498	221	237	261	108	113	74	71	79
Calhoun	1,124	880	241	445	435	106	138	67	66	73
Citrus	1,770	576	194	379	297	71	123	74	71	82
Clay	813	566	247	291	275	113	134	67	62	85
Columbia	2,878	1,427	1,451	722	705	668	783	69	70	69
Dade	1,503	1,148	355	534	614	166	189	71	73	68
DeSoto	2,326	2,116	210	1,085	1,031	96	114	70	70	76
Duval	6,993	4,268	2,725	2,086	2,182	1,164	1,561	71	72	69
Escambia	4,616	3,028	1,588	1,444	1,584	685	903	71	70	75
Franklin	601	364	237	163	201	107	130	76	78	74
Gadsden	3,318	1,240	2,078	623	617	932	1,146	71	74	70
Hamilton	2,006	1,184	822	613	571	364	458	81	79	85
Hernando	634	352	282	161	191	123	149	65	62	71
Hillsboro	8,258	6,791	1,467	3,315	3,476	679	788	76	76	75
Holmes	1,507	1,438	69	751	687	30	39	58	57	63
Jackson	5,280	2,567	2,713	1,314	1,253	1,274	1,439	63	62	64
Jefferson	2,784	546	2,238	269	277	1,097	1,141	69	68	72
Lafayette	937	759	178	391	368	81	97	55	51	78
Lake	1,137	845	292	458	387	138	154	62	62	61
Lee	810	728	82	354	374	40	42	66	66	69
Leon	4,127	723	3,404	371	352	1,585	1,819	76	67	78
Levy	1,485	913	572	459	454	260	312	68	66	71
Liberty	666	417	249	207	210	131	118	74	75	73
Madison	3,081	1,193	1,888	567	626	904	984	63	54	71
Manatee	1,497	1,320	177	648	672	87	90	72	72	72
Marion	4,198	1,700	2,498	866	834	1,117	1,381	67	71	64
Monroe	1,018	771	247	359	412	109	138	53	57	45
Nassau	1,398	747	651	367	380	258	393	67	65	69
Orange	2,888	1,835	1,053	867	968	474	579	72	73	70
Osceola	984	869	115	449	420	58	57	84	87	66
Palm Beach	859	524	335	258	266	159	176	78	76	82
Pasco	1,128	879	249	411	468	124	125	71	68	80
Polk	3,912	3,139	773	1,543	1,596	357	416	72	71	79
Putnam	1,818	841	977	413	428	442	535	71	70	72
St. Johns	1,374	928	446	474	454	183	263	74	74	74
St. Lucie	705	611	94	310	301	45	49	74	75	68
Santa Rosa	2,323	1,928	395	977	951	185	210	71	72	65
Sumter	1,167	763	404	405	358	188	216	70	72	66
Suwannee	3,013	1,831	1,182	910	921	527	655	68	66	69
Taylor	800	629	171	333	296	82	89	57	52	85
Volusia	2,498	1,580	918	750	830	416	502	74	73	76
Wakulla	872	447	425	223	224	193	232	64	63	64
Walton	2,138	1,753	385	897	886	160	195	65	65	67
Washington	2,891	2,005	886	1,033	972	405	481	65	66	68

TABLE V.—(a) Aggregate Number of Days Schooling Given.
 (b) Average Number of Days Schooling Given for
 Every Child 6 to 21 Years of Age.

1910-1911. Counties.	Aggregate Days Schooling Given.			Average days to Every Youth.		
	Total	White	Negro	Both Races	White	Negro
The State	12,076,143	8,224,539	3,851,604	50	59	40
Alachua	588,832	334,641	254,191	50	66	37
Baker	68,590	61,213	7,377	41	47	21
Bradford	203,221	158,859	44,862	40	43	34
Brevard	88,963	71,213	17,750	67	73	50
Calhoun	117,609	96,184	21,425	56	60	44
Citrus	91,180	75,660	15,520	57	73	28
Clay	98,457	73,512	24,945	47	54	33
Columbia	264,916	149,453	115,463	43	54	34
Dade	210,764	168,089	42,675	88	96	66
DeSoto	280,753	259,780	20,973	66	68	45
Duval	1,094,315	681,655	412,660	39	54	21
Escambia	621,646	434,995	186,651	55	63	43
Franklin	91,597	54,582	37,015	70	64	81
Gadsden	300,985	147,900	153,185	56	78	44
Hamilton	185,717	124,199	61,518	42	54	28
Hernando	87,638	56,151	31,487	62	74	48
Hillsboro	1,175,231	1,007,622	167,609	59	63	43
Holmes	154,355	149,067	5,288	40	41	21
Jackson	459,938	243,035	216,903	42	44	40
Jefferson	265,329	77,496	187,833	51	68	46
Lafayette	100,484	82,686	17,798	38	37	45
Lake	159,340	126,004	33,336	61	72	38
Lee	109,324	99,500	9,824	73	74	65
Leon	404,526	104,586	299,940	50	69	46
Levy	175,978	109,960	66,018	63	63	63
Liberty	73,641	48,134	25,507	49	56	41
Madison	240,617	146,478	94,139	39	53	27
Manatee	194,763	178,852	15,911	62	77	20
Marion	477,294	235,673	241,621	55	77	43
Monroe	154,555	115,078	39,477	25	27	23
Nassau	167,143	86,938	80,205	66	62	71
Orange	407,396	281,710	125,686	79	84	67
Osceola	115,795	103,699	12,096	66	68	54
Palm Beach	124,444	84,239	40,205	100	112	82
Pasco	135,386	117,502	17,884	56	66	28
Polk	489,797	402,337	87,460	66	69	54
Putnam	217,466	114,919	102,547	75	84	68
St. Johns	198,125	132,962	65,163	59	61	54
St. Lucie	92,469	81,485	10,984	87	94	58
Santa Rosa	197,422	165,843	31,579	34	39	21
Sumter	124,502	84,482	40,080	48	52	42
Suwannee	245,074	157,734	87,340	37	42	31
Taylor	81,591	67,917	13,674	41	48	24
Volusia	352,157	236,672	115,485	85	93	73
Wakulla	88,360	50,220	38,140	48	53	42
Walton	203,941	176,557	27,384	41	45	27
Washington	294,457	207,666	86,791	57	57	57

TABLE VI.—Educational Status of Pupils Enrolled.
PART I.—Chart and First Reader Grades.

1910-1911. Counties.	Chart.			First Reader.		
	Total	White	Negro	Total	White	Negro
The State	20,877	8,079	12,798	26,462	13,999	12,463
Alachua	1,385	299	1,086	1,194	414	780
Baker	214	176	38	154	130	24
Bradford	501	316	185	527	373	154
Brevard	79	30	49	142	91	51
Calhoun	274	207	67	275	173	102
Citrus	122	63	59	193	118	75
Clay	219	130	89	144	97	47
Columbia	734	101	633	672	327	345
Dade	304	143	161	324	252	72
DeSoto	299	228	71	414	376	38
Duval	587	122	465	2,250	1,233	1,017
Escambia	274	139	135	1,640	950	690
Franklin	108	50	58	100	59	41
Gadsden	848	122	726	941	236	705
Hamilton	346	117	229	474	238	236
Hernando	182	64	118	116	52	64
Hillsboro	969	644	325	2,219	1,603	616
Holmes	284	259	25	419	399	20
Jackson	1,339	523	816	1,678	633	1,045
Jefferson	544	71	473	929	133	796
Lafayette	326	244	82	242	198	44
Lake	181	86	95	202	143	59
Lee	108	85	23	189	158	31
Leon	1,171	78	1,093	1,065	132	933
Levy	325	129	196	337	166	171
Liberty	173	75	98	152	76	76
Madison	1,064	226	838	857	266	591
Manatee	254	200	54	299	240	59
Marion	1,254	169	1,085	1,132	256	876
Monroe	494	329	165	286	210	76
Nassau	426	168	258	288	146	142
Orange	405	103	302	641	316	325
Osceola	99	58	41	177	147	30
Palm Beach	104	23	81	132	74	58
Pasco	256	122	134	170	110	60
Polk	537	282	255	887	637	250
Putnam	418	123	295	386	136	250
St. Johns	123	48	75	282	159	123
St. Lucie	103	79	24	116	94	22
Santa Rosa	374	240	134	646	479	167
Sumter	295	125	170	218	104	114
Suwannee	803	265	538	712	395	317
Taylor	233	164	69	261	223	38
Volusia	521	239	282	443	221	222
Wakulla	251	97	154	255	89	166
Walton	300	176	124	568	470	98
Washington	667	342	325	714	467	247

TABLE VI.—Educational Status of Pupils Enrolled.
PART II.—Second and Third Reader Grades.

1910-1911. Counties.	Second Reader.			Third Reader.		
	Total	White	Negro	Total	White	Negro
The State	20,916	11,513	9,403	19,328	11,511	7,817
Alachua	1,092	424	668	928	377	551
Baker	142	135	7	162	154	8
Bradford	450	307	143	446	338	108
Brevard	131	85	46	136	93	43
Calhoun	242	171	71	218	164	54
Citrus	128	92	36	133	96	37
Clay	145	95	50	116	88	28
Columbia	593	223	370	491	249	242
Dade	254	172	82	271	187	84
DeSoto	365	320	45	393	352	41
Duval	1,581	888	693	1,403	839	564
Escambia	1,032	620	412	1,002	658	344
Franklin	114	70	44	111	59	52
Gadsden	646	166	480	590	185	405
Hamilton	353	175	178	338	206	132
Hernando	132	59	73	115	61	54
Hillsboro	1,442	1,148	294	1,294	1,058	236
Holmes	362	342	20	372	339	33
Jackson	1,175	499	676	1,047	456	591
Jefferson	722	120	602	603	103	500
Lafayette	192	163	29	178	148	30
Lake	216	147	69	219	150	69
Lee	177	161	16	144	131	13
Leon	849	109	740	734	117	617
Levy	330	175	155	244	148	96
Liberty	115	52	63	116	76	40
Madison	790	267	523	665	274	391
Manatee	233	188	45	267	222	45
Marion	901	285	616	774	284	490
Monroe	305	211	94	232	172	60
Nassau	314	166	148	274	152	122
Orange	511	267	244	509	295	214
Osceola	117	95	22	158	128	30
Palm Beach	139	74	65	190	102	88
Pasco	179	141	38	173	144	29
Polk	648	519	129	584	460	124
Putnam	339	122	217	356	141	215
St. Johns	288	172	116	238	150	88
St. Lucie	80	58	22	121	104	17
Santa Rosa	480	369	111	577	477	100
Sumter	203	112	91	246	144	102
Suwannee	550	309	241	483	273	210
Taylor	193	150	43	147	133	14
Volusia	419	231	188	422	231	191
Wakulla	224	103	121	131	56	75
Walton	403	330	73	453	386	67
Washington	620	426	194	524	351	173

TABLE VI—Educational Status of Pupils Enrolled.

PART III.—Fourth and Fifth Reader and Higher Grades.

1910-1911. Counties.	Fourth Reader.			Fifth Reader.			Higher Branches.		
	Total	White	Negro	Total	White	Negro	Total	White	Negro
The State	18,345	12,125	6,220	15,284	11,214	4,070	28,020	24,981	3,039
Alachua	834	482	352	620	386	234	1,292	1,119	173
Baker	147	118	29	119	110	9	223	202	21
Bradford	402	314	88	339	304	35	432	414	18
Brevard	126	90	36	89	61	28	275	250	25
Calhoun	220	191	29	116	107	9	325	325	.....
Citrus	132	106	26	72	69	3	262	262	.....
Clay	149	123	26	147	119	28	289	266	23
Columbia	484	251	233	450	265	185	718	617	101
Dade	239	187	52	199	164	35	516	477	39
DeSoto	440	390	50	393	371	22	1,017	1,007	10
Duval	1,176	744	432	990	680	310	1,874	1,422	452
Escambia	813	591	222	595	441	154	1,107	946	161
Franklin	92	56	36	87	51	36	157	122	35
Gadsden	539	196	343	475	240	235	630	535	95
Hamilton	294	193	101	260	197	63	404	371	33
Hernando	101	67	34	100	78	22	224	191	33
Hillsboro	1,276	1,059	217	1,079	944	135	2,610	2,477	133
Holmes	395	381	14	304	301	3	486	482	4
Jackson	1,047	514	533	750	348	402	1,311	1,153	158
Jefferson	457	98	359	402	116	286	384	303	81
Lafayette	206	182	24	228	209	19	332	331	1
Lake	229	195	34	230	153	77	566	492	74
Lee	185	166	19	171	163	8	252	244	8
Leon	586	118	468	463	111	352	578	421	157
Levy	279	193	86	260	207	53	399	355	44
Liberty	110	78	32	95	78	17	135	120	15
Madison	534	315	219	357	283	74	615	581	34
Manatee	241	222	19	221	204	17	555	549	6
Marion	676	291	385	542	296	246	995	804	191
Monroe	162	112	50	224	175	49	212	154	58
Nassau	273	155	118	214	165	49	309	199	110
Orange	456	254	202	386	285	101	807	682	125
Osceola	154	133	21	135	126	9	333	312	21
Palm Beach	152	94	58	103	62	41	260	241	19
Pasco	176	153	23	181	168	13	459	448	11
Polk	633	528	105	746	700	46	1,409	1,337	72
Putnam	312	150	162	283	147	136	460	379	81
St. Johns	270	190	80	230	176	54	429	364	65
St. Lucie	132	107	25	137	125	12	266	250	16
Santa Rosa	618	551	67	302	276	26	288	281	7
Sumter	243	174	69	174	134	40	274	254	20
Suwannee	499	310	189	548	405	143	858	789	69
Taylor	199	173	26	167	159	8	210	206	4
Volusia	404	241	163	321	248	73	836	741	95
Wakulla	210	120	90	130	100	30	163	140	23
Walton	462	370	92	412	370	42	680	646	34
Washington	581	399	182	438	337	101	804	720	84

TABLE VII—(a) Number of Teachers' Positions Filled.
(b) Number of Different Teachers Employed.

1910-1911. Counties.	Teachers' Posi- tions Filled.			Different Teachers Employed.							
	Both Races	White	Negro	Both Races	White	Negro	White Males	White Females	Negro Males	Negro Females	
The State	4,618	3,472	1,146	4,096	3,121	975	708	2,413	266	709	
Alachua	215	146	69	183	131	52	30	101	20	32	
Baker	50	46	4	35	32	3	15	17	2	1	
Bradford	85	71	14	95	82	13	19	63	4	9	
Brevard	44	35	9	40	32	8	3	29	2	6	
Calhoun	62	51	11	50	40	10	14	26	6	4	
Citrus	34	29	5	34	29	5	5	24	1	4	
Clay	63	52	11	56	45	11	5	40	4	7	
Columbia	103	66	37	87	56	31	16	40	11	20	
Dade	74	59	15	73	58	15	7	51	2	13	
DeSoto	131	124	7	113	107	6	43	64	3	3	
Duval	301	198	103	284	185	99	11	174	14	85	
Escambia	196	140	56	171	126	45	15	111	8	37	
Franklin	27	19	8	26	18	8	2	16	1	7	
Gadsden	90	54	36	76	54	22	6	48	7	15	
Hamilton	109	86	23	74	58	16	11	47	3	13	
Hernando	37	27	10	36	27	9	2	25	3	6	
Hillsboro	285	244	41	275	234	41	40	194	6	35	
Holmes	74	71	3	64	61	3	31	30	2	1	
Jackson	195	115	80	160	93	67	33	60	34	33	
Jefferson	80	38	42	72	38	34	5	33	19	15	
Lafayette	89	83	6	67	63	4	21	42	3	1	
Lake	79	64	15	75	63	12	12	51	3	9	
Lee	42	40	2	41	39	2	12	27	1	1	
Leon	106	56	50	100	52	48	7	45	9	39	
Levy	70	54	16	70	54	16	16	38	7	9	
Liberty	33	23	10	31	21	10	5	16	3	7	
Madison	114	71	43	85	60	25	20	40	11	14	
Manatee	77	73	4	74	71	3	16	55	2	1	
Marion	175	93	82	151	89	62	19	70	10	52	
Monroe	35	27	8	35	27	8	2	25	1	7	
Nassau	72	50	22	65	49	16	9	40	2	14	
Orange	135	98	37	133	97	36	13	84	7	29	
Osceola	37	34	3	36	33	3	5	28	1	2	
Palm Beach	49	37	12	45	33	12	5	28	3	9	
Pasco	61	51	10	53	45	8	10	35	3	5	
Polk	190	159	31	183	153	30	33	120	6	24	
Putnam	96	59	37	83	53	30	9	44	2	28	
St. Johns	69	52	17	67	50	17	6	44	3	14	
St. Lucie	45	40	5	36	32	4	7	25	2	2	
Santa Rosa	121	109	12	88	80	8	33	47	2	6	
Sumter	59	44	15	59	44	15	10	34	5	10	
Suwannee	165	129	36	119	86	33	33	53	6	27	
Taylor	61	58	3	46	44	2	25	19	1	1	
Volusia	115	86	29	111	86	25	15	71	6	19	
Wakulla	35	22	13	37	26	11	6	29	5	6	
Walton	103	95	13	93	81	12	19	62	3	9	
Washington	125	94	31	109	84	25	27	57	7	18	

TABLE VIII.—Grades of Certificates Held by Teachers Employed.

Counties. 1910-1911.	1st Grade				2d Grade			3d Grade			All Others.		
	Total	Total	White	Negro	Total	White	Negro	Total	White	Negro	Total	White	Negro
The State	4,093	1,053	943	110	1,599	1,133	466	906	562	344	535	464	71
Alachua	183	58	53	5	78	48	30	35	19	16	13	11	1
Baker	35	8	7	1	11	10	1	16	15	1	...	...	...
Bradford	51	8	8	...	16	9	7	19	16	3	8	6	2
Brevard	40	17	13	4	13	11	2	6	5	1	4	3	1
Calhoun	50	11	11	...	18	13	5	20	15	5	1	1	...
Citrus	34	17	17	...	5	5	...	7	2	5	5	5	...
Clay	52	11	10	1	22	15	7	9	8	1	10	8	2
Columbia	87	29	25	4	38	20	18	17	8	9	3	3	...
Dade	73	31	23	8	17	13	4	6	...	19	16	3	...
DeSoto	111	41	40	1	39	36	3	24	22	2	7	7	...
Duval	282	44	36	8	114	66	48	43	21	22	81	60	21
Escambia	171	21	18	3	74	63	11	46	19	27	30	26	4
Franklin	27	2	1	1	14	9	5	7	5	2	4	4	...
Gadsden	76	19	19	...	33	23	10	18	7	11	6	4	2
Hamilton	74	17	15	2	37	25	12	17	15	2	3	3	...
Hernando	37	16	15	1	16	9	7	2	...	2	3	3	...
Hillsboro	276	77	67	10	92	70	22	35	27	8	72	71	1
Holmes	64	8	8	...	24	24	...	29	26	3	3	3	...
Jackson	158	45	41	4	59	39	20	35	9	26	19	2	17
Jefferson	80	14	14	...	25	12	13	30	5	25	11	7	4
Lafayette	67	17	17	...	33	29	4	13	13	...	4	4	...
Lake	80	21	18	3	37	30	7	14	9	5	8	8	...
Lee	41	13	12	1	15	15	...	10	9	1	3	3	...
Leon	100	18	17	1	45	24	21	30	7	23	7	4	3
Levy	70	19	17	2	26	17	9	24	19	5	1	1	...
Liberty	33	7	7	...	18	11	7	8	5	3	...	...	...
Madison	85	26	22	4	30	21	9	20	10	10	9	7	2
Manatee	74	16	16	...	33	30	3	11	11	...	14	14	...
Marion	156	37	29	8	57	31	26	46	20	26	16	14	2
Monroe	35	5	5	...	16	10	6	4	3	1	10	9	1
Nassau	65	11	9	2	32	26	6	17	10	7	5	4	1
Orange	131	37	34	3	44	26	18	31	17	14	19	19	...
Osceola	35	11	11	...	14	11	3	4	4	...	6	6	...
Palm Beach	45	10	9	1	14	6	8	4	1	3	17	17	...
Pasco	54	22	21	1	17	14	3	9	7	2	6	4	2
Polk	207	53	48	5	86	68	18	30	23	7	38	37	1
Putnam	83	14	12	2	39	22	17	22	11	11	8	8	...
St. Johns	67	20	19	1	32	21	11	8	3	5	7	7	...
St. Lucie	43	12	10	3	17	16	1	5	4	1	8	8	...
Santa Rosa	88	18	17	1	34	33	1	34	28	6	2	2	...
Sumter	59	31	24	7	18	12	6	8	6	2	2	2	...
Suwannee	129	38	32	6	65	37	28	19	17	2	7	7	...
Taylor	46	14	13	1	20	20	...	11	10	1	1	1	...
Volusia	111	40	38	2	37	24	13	17	8	9	17	16	1
Wakulla	37	8	8	...	9	8	1	19	11	8	1	1	...
Walton	83	22	22	...	26	22	4	29	21	8	6	6	...
Washington	108	18	17	1	40	29	11	38	25	13	12	12	...

TABLE IX.—Result of Uniform Examinations.

1910-1911. Counties.	Total Number of Examinees.	Number and Grade of Certificates Issued.														Temporary
		Failed to Pass		White.						Negro.						
				1st Grade.		2d Grade.		3d Grade.		1st Grade.		2d Grade.		3d Grade.		
				White	Negro	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
The State ..	1,932	241	338	57	129	108	347	97	288	4	...	23	59	56	181	4
Alachua ..	61	11	5	1	5	6	11	...	9	...	...	4	...	3	6	...
Baker ..	20	1	2	1	...	2	2	4	8	...	...	...	...	...	...	...
Bradford ..	41	7	2	2	2	2	7	2	12	...	...	...	...	1	1	...
Brevard ..	10	...	3	...	...	...	5	...	1	...	...	...	1	...	...	...
Calhoun ..	31	2	...	2	1	10	10	2	4	...	...	...	...	...	...	...
Citrus ..	21	3	...	1	5	...	6	1	5	...	...	...	...	...	...	...
Clay ..	16	2	...	...	1	...	3	...	4	1	...	1	...	...	...	4
Columbia ..	25	1	4	...	2	1	4	1	4	...	...	1	...	1	6	...
Dade ..	26	6	1	3	5	1	7	...	1	1	...	...	...	...	1	...
DeSoto ..	38	2	...	4	3	7	13	3	6	...	...	...	...	...	...	...
Duval ..	103	3	57	1	3	...	13	...	6	...	...	2	3	15	...	...
Escambia ..	89	18	32	...	...	...	11	...	13	...	...	2	13	...	...	...
Franklin ..	20	1	...	...	1	...	2	...	8	...	...	...	...	4	7	...
Gadsden ..	28	10	5	...	...	...	...	...	3	...	...	...	...	...	...	...
Hamilton ..	20	8	...	...	3	...	4	...	5	...	...	...	...	...	...	...
Hernando ..	9	4	2	...	...	...	1	...	3	...	...	...	...	...	...	...
Hillsboro ..	98	12	6	6	4	2	29	2	20	1	...	1	3	3	9	...
Holmes ..	48	13	...	1	2	3	6	12	11	...	...	...	...	...	...	...
Jackson ..	96	15	31	7	...	2	8	7	6	...	...	4	...	7	9	...
Jefferson ..	44	3	14	3	4	...	6	...	2	...	...	1	5	6	...	...
Lafayette ..	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
Lake ..	23	3	1	...	5	1	3	1	8	...	...	...	...	...	1	...
Lee ..	4	1	...	1	...	1	...	1	...	...	...	...	...	...	...	...
Leon ..	102	6	48	...	3	3	16	...	12	...	...	...	7	7	...	...
Levy ..	35	8	9	2	...	3	3	3	10	...	...	...	1	1	...	...
Liberty ..	11	1	4	...	1	...	...	...	3	...	...	...	1	1	...	...
Madison ..	151	20	1	4	12	22	48	27	15	...	...	...	...	...	2	...
Manatee ..	25	4	...	...	1	1	6	1	12	...	...	...	...	...	...	...
Marion ..	66	5	19	...	4	1	12	...	4	...	...	1	1	3	16	...
Monroe ..	5	...	...	...	...	...	3	...	1	...	...	...	...	...	...	...
Nassau ..	33	5	9	...	2	1	1	2	6	...	...	2	2	3	...	...
Orange ..	64	10	9	1	...	1	9	2	13	...	...	9	1	9	...	...
Osceola ..	19	2	1	...	2	1	4	1	5	...	...	1	1	...	1	...
Palm Beach ..	30	...	3	2	1	1	12	...	2	...	...	1	1	...	7	...
Pasco ..	83	3	9	5	13	8	15	6	15	...	...	3	2	1	3	...
Polk ..	55	2	3	2	12	4	12	1	10	...	...	1	3	...	4	...
Putnam ..	28	3	5	...	2	...	7	...	2	...	...	1	7	...	1	...
St. Johns ..	34	3	2	...	11	1	8	1	5	...	...	...	...	...	2	...
St. Lucie ..	7	...	...	...	1	2	2	...	1	...	...	...	...	...	1	...
Santa Rosa ..	43	7	5	2	1	6	7	5	8	...	...	...	...	1	1	...
Sumter ..	25	3	7	1	1	1	2	...	3	...	...	...	...	1	6	...
Suwannee ..	97	3	26	2	2	5	4	1	5	1	...	4	22	5	17	...
Taylor ..	7	2	1	1	1	...	1	...	1	...	...	...	...	...	...	...
Volusia ..	46	4	4	...	5	...	9	1	8	...	...	3	1	11	...	...
Wakulla ..	8	5	...	...	...	...	...	...	...	...	...	...	...	1	...	...
Walton ..	44	19	2	2	4	3	5	5	4	...	...	...	...	...	...	...
Washington ..	42	...	10	...	1	6	9	2	6	...	...	...	...	2	6	...

TABLE X.—(a) Average Age of Teachers. (b) Average Months' Experience.

1910-1911. Counties.	All Teachers.	Average Age.				All Teachers.	Av. Ex. Months.			
		White.		Negro.			White.		Negro.	
		Males	Females	Male	Female		Male	Female	Male	Female
The State	27	30	25	35	27	41	52	32	85	43
Alachua	27	27	25	34	28	50	41	41	87	65
Baker	25	27	20	33	23	32	38	24	68	3
Bradford	21	27	18	28	22	22	29	18	47	20
Brevard	24	37	22	27	24	31	93	26	34	25
Calhoun	26	28	23	40	25	46	35	24	172	37
Citrus	26	30	25	40	24	47	71	47	10	27
Clay	24	27	22	35	27	29	31	23	53	53
Columbia	27	28	25	34	25	45	47	37	81	38
Dade	30	33	30	37	28	53	73	47	174	48
DeSoto	25	27	23	30	24	34	44	26	43	27
Duval	31	40	25	33	24	71	112	48	68	57
Escambia	34	38	30	35	31	83	104	63	107	59
Franklin	28	39	25	44	28	39	55	26	126	51
Gadsden	28	30	24	40	29	44	50	33	87	54
Hamilton	25	26	24	35	24	30	27	26	138	23
Hernando	25	24	22	37	32	36	42	20	103	66
Hillsboro	29	32	28	39	30	60	74	55	133	57
Holmes	24	26	21	33	28	21	25	14	12	116
Jackson	27	27	25	32	25	40	37	28	80	24
Jefferson	33	30	27	49	29	45	26	43	65	29
Lafayette	24	24	23	34	45	26	23	26	45	40
Lake	28	34	24	29	24	42	41	24	138	24
Lee	28	33	27	25	24	44	64	36	48	14
Leon	29	32	25	46	28	47	99	33	109	39
Levy	24	25	22	32	23	33	42	18	81	13
Liberty	26	35	22	35	26	33	56	16	70	39
Madison	26	23	24	31	28	41	34	36	68	47
Manatee	27	31	25	42	22	40	51	33	151	34
Marion	28	35	25	37	26	47	80	34	90	45
Monroe	29	27	29	42	30	47	68	47	72	34
Nassau	26	24	26	41	29	30	23	19	150	49
Orange	28	34	27	30	26	44	54	46	50	35
Osceola	29	40	26	29	33	46	119	30	0	93
Palm Beach ...	25	25	25	31	24	45	69	46	43	32
Pasco	26	32	24	37	28	43	63	25	115	49
Polk	23	26	21	34	27	38	47	27	76	40
Putnam	27	33	25	27	28	40	52	33	72	46
St. Johns	30	34	27	29	32	51	50	28	43	81
St. Lucie	34	35	33	44	28	55	42	51	143	55
Santa Rosa ...	26	26	23	37	34	36	36	29	138	58
Sumter	26	28	24	37	26	37	45	25	105	37
Suwannee	27	27	28	41	26	34	27	30	68	40
Taylor	46	25	19	1	1	26	26	23	38	45
Volusia	30	33	29	37	30	56	78	50	96	49
Wakulla	26	25	23	36	27	32	15	18	111	29
Walton	23	27	22	42	24	22	18	24	106	22
Washington ...	26	32	22	27	28	42	80	19	88	38

TABLE XI.—Certain Facts Relative to Teachers Employed.
PART I.

1910-1911. Counties.	Graduate of Normal Schools.				Attendance at Sum- mer Schools.			
	White.		Negro.		White.		Negro.	
	Male	Female	Male	Female	Male	Female	Male	Female
The State	151	411	60	125	125	519	33	120
Alachua	2	7	1	.....	5	16	1	4
Baker	2	.....	1	.....	3	7	.....	.....
Bradford	10	20	3	4	9	15	.....	.....
Brevard	3	6	2	2	4	1	.....	1
Calhoun .....	.....	.....	.....	.....	1	.....	2	1
Citrus	2	4	.....	.....	4	14	.....	.....
Clay	1	6	2	3	1	5	2	.....
Columbia	3	11	.....	2	.....	1	.....	.....
Dade	6	17	2	5	2	8	2	4
DeSoto	8	7	.....	.....	10	18	.....	1
Duval	5	42	4	22	.....	.....	.....	.....
Escambia	3	9	4	4	.....	10	.....	5
Franklin .....	.....	6	1	.....	.....	2	.....	.....
Gadsden	2	8	.....	2	1	7	.....	.....
Hamilton	3	10	2	1	4	12	2	5
Hernando	1	4	1	1	1	10	.....	.....
Hillsboro	12	27	3	6	19	134	5	24
Holmes	2	2	.....	.....	.....	.....	.....	.....
Jackson .....	.....	.....	.....	1	.....	6	.....	.....
Jefferson	5	9	4	5	2	8	2	3
Lafayette	4	4	.....	.....	2	9	.....	.....
Lake .....	.....	5	2	3	1	10	1	.....
Lee .....	.....	.....	.....	.....	.....	.....	.....	.....
Leon	2	12	2	9	1	5	5	20
Levy	4	6	1	1	5	20	1	4
Liberty	4	3	.....	.....	.....	.....	.....	.....
Madison	7	9	3	6	2	1	.....	1
Manatee	5	24	2	1	8	37	.....	.....
Marion	8	16	7	24	2	28	.....	11
Monroe	1	.....	.....	.....	1	10	.....	1
Nassau	2	7	1	2	1	4	.....	3
Orange	1	9	.....	2	2	18	.....	4
Osceola .....	.....	3	.....	.....	.....	1	.....	.....
Palm Beach	2	18	2	5	1	3	.....	1
Pasco	2	5	.....	.....	2	18	.....	.....
Polk	6	11	.....	3	3	19	.....	.....
Putnam	1	6	2	1	3	6	.....	3
St. Johns	4	9	2	1	1	3	.....	.....
St. Lucie	2	4	2	1	2	4	.....	.....
Santa Rosa	3	.....	.....	1	.....	4	.....	.....
Sumter	5	10	.....	.....	4	6	1	.....
Suwannee	6	9	.....	.....	3	5	6	16
Taylor	1	.....	.....	.....	2	2	.....	.....
Volusia	4	26	2	2	5	16	1	4
Wakulla .....	.....	3	1	1	5	6	1	2
Walton	2	12	1	4	.....	6	.....	.....
Washington	5	5	.....	.....	3	4	1	2

TABLE XI.—(Continued) Certain Facts Relative to Teachers Employed. PART II.

1910-1911. Counties.	Attendance at Teachers' Association.		Subscribers to Educat'l Journals.		Non-Resident Teachers.			
	White	Negro	White	Negro	Of County.		Of State.	
	White	Negro	White	Negro	White	Negro	White	Negro
The State	343	94	1,407	363	671	220	192	15
Alachua	26	5	54	15	63	20	3	3
Baker	1	.....	6	.....	2	.....	.....	.....
Bradford .....	.....	.....	64	11	23	.....	.....	.....
Brevard	3	2	22	3	6	4	2	.....
Calhoun	6	5	8	7	3	9	1	.....
Citrus	1	.....	22	2	8	5	3	.....
Clay	4	.....	4	.....	6	3	2	.....
Columbia	6	.....	10	3	14	6	2	.....
Dade	3	.....	42	9	9	7	10	.....
DeSoto	1	.....	16	3	17	6	2	.....
Duval	1	.....	66	37	6	.....	.....	.....
Escambia	126	45	104	42	16	2	3	.....
Franklin	3	.....	14	3	5	.....	.....	.....
Gadsden	5	.....	44	6	14	3	4	.....
Hamilton	4	.....	36	8	20	3	3	.....
Hernando .....	.....	.....	17	4	12	5	1	.....
Hillsboro	3	5	165	31	26	7	41	1
Holmes	8	.....	.....	.....	16	2	.....	.....
Jackson	6	.....	26	1	14	21	4	2
Jefferson	8	.....	12	7	6	1	4	.....
Lafayette	8	.....	25	.....	37	3	6	.....
Lake	1	1	17	7	15	6	5	.....
Lee .....	.....	.....	24	2	14	1	3	.....
Leon	2	4	11	15	1	2	2	.....
Levy	2	.....	23	6	5	7	16	1
Liberty .....	.....	.....	.....	.....	15	8	.....	.....
Madison	9	2	24	9	16	4	5	.....
Manatee .....	.....	.....	38	2	11	1	4	.....
Marion	2	3	35	33	21	14	7	8
Monroe .....	.....	.....	3	.....	.....	.....	.....	.....
Nassau	3	.....	7	5	19	.....	6	.....
Orange	4	2	46	15	.....	.....	.....	.....
Osceola .....	.....	.....	7	1	5	3	4	.....
Palm Beach	4	.....	23	8	7	5	19	.....
Pasco	3	.....	31	.....	4	3	3	.....
Polk	7	.....	38	5	38	6	.....	.....
Putnam	2	1	5	15	.....	.....	.....	.....
St. Johns .....	.....	.....	17	8	22	7	4	.....
St. Lucie	6	.....	20	2	18	2	4	.....
Santa Rosa	29	1	44	4	41	1	.....	.....
Sumter .....	.....	.....	38	2	11	.....	2	.....
Suwannee .....	.....	3	30	4	25	4	8	.....
Taylor .....	.....	.....	28	1	7	.....	4	.....
Volusia	27	15	68	15	18	12	3	.....
Wakulla	5	.....	18	4	12	7	.....	.....
Walton	11	.....	41	.....	5	11	.....	.....
Washington	3	.....	14	8	18	9	2	.....

TABLE XII.—Highest and Lowest Monthly Salaries Paid Teachers.

1910-1911. Counties.	Highest.				Lowest.			
	White.		Negro.		White		Negro	
	Male	Female	Male	Female	Male	Female	Male	Female
The State.	\$300.00	\$125.00	\$100.00	\$75.00	\$20.00	\$15.00	\$15.00	\$15.00
Alachua ..	\$150.00	\$ 85.00	\$ 55.00	\$30.00	\$35.00	\$35.00	\$20.00	\$20.00
Baker	75.00	50.00	50.00	30.00	30.00	30.00	30.00	30.00
Bradford ..	125.00	75.00	40.00	30.00	30.00	30.00	25.00	20.00
Brevard ..	125.00	65.00	45.00	35.00	85.00	35.00	45.00	30.00
Calhoun ..	100.00	50.00	20.00	20.00	25.00	25.00	20.00	20.00
Citrus	115.00	90.00	20.00	20.00	75.00	30.00	20.00	20.00
Clay	100.00	55.00	60.00	35.00	45.00	35.00	25.00	25.00
Columbia ..	175.00	75.00	50.00	35.00	30.00	30.00	20.00	20.00
Dade	187.50	100.00	55.00	35.00	40.00	40.00	40.00	15.00
DeSoto	125.00	75.00	50.00	29.00	35.00	35.00	39.00	25.00
Duval	300.00	112.50	90.00	50.00	40.00	30.00	30.00	30.00
Escambia ..	200.00	90.00	75.00	50.00	40.00	40.00	40.00	40.00
Franklin ..	100.00	125.00	60.00	40.00	40.00	25.00	60.00	20.00
Gadsden ..	225.00	75.00	45.00	25.00	50.00	30.00	22.50	21.00
Hamilton ..	126.50	65.00	40.00	25.00	35.00	35.00	15.00	15.00
Hernando ..	125.00	65.00	45.00	30.00	100.00	35.00	25.00	20.00
Hillsboro ..	250.00	125.00	65.00	50.00	40.00	35.00	40.00	25.00
Holmes ..	100.00	90.00	25.00	20.00	20.00	25.00	20.00	20.00
Jackson ..	125.00	75.00	45.00	35.00	25.00	25.00	15.00	15.00
Jefferson ..	150.00	90.00	35.00	22.50	45.00	35.00	18.00	18.00
Lafayette ..	125.00	75.00	40.00	35.00	35.00	35.00	30.00	35.00
Lake	125.00	75.00	37.50	30.00	50.00	30.00	30.00	25.00
Lee	120.00	70.00	40.00	25.00	40.00	35.00	40.00	25.00
Leon	187.50	75.00	75.00	30.00	30.00	30.00	25.00	20.00
Levy	100.00	60.00	35.00	30.00	35.00	25.00	25.00	20.00
Liberty ..	80.00	50.00	35.00	25.00	35.00	30.00	20.00	20.00
Madison ..	100.00	55.00	45.00	35.00	35.00	30.00	15.00	20.00
Manatee ..	187.50	90.00	35.00	30.00	45.00	35.00	30.00	25.00
Marion ..	175.00	87.50	85.00	40.00	35.00	35.00	25.00	25.00
Monroe ..	150.00	100.00	75.00	75.00	50.00	40.00	75.00	30.00
Nassau	125.00	60.00	100.00	45.00	30.00	30.00	35.00	20.00
Orange ..	200.00	100.00	65.00	40.00	40.00	15.00	30.00	30.00
Osceola ..	150.00	80.00	25.00	40.00	45.00	35.00	25.00	30.00
P. Beach ..	250.00	90.00	55.00	35.00	75.00	45.00	35.00	30.00
Pasco	125.00	75.00	30.00	20.00	37.50	35.00	20.00	20.00
Polk	187.50	85.00	70.00	45.00	35.00	30.00	35.00	30.00
Putnam	175.00	78.75	50.00	40.00	40.00	35.00	25.00	25.00
St. Johns..	150.00	75.00	75.00	35.00	35.00	35.00	20.00	20.00
St. Lucie..	140.00	80.00	50.00	35.00	40.00	40.00	40.00	30.00
San' Rosa ..	110.00	60.00	40.00	27.50	35.00	35.00	27.50	20.00
Sumter	125.00	75.00	35.00	30.00	35.00	30.00	25.00	25.00
Suwannee ..	225.00	70.00	50.00	30.00	30.00	30.00	25.00	20.00
Taylor	125.00	50.00	45.00	35.00	35.00	35.00	35.00	35.00
Volusia	187.50	80.00	65.00	45.00	45.00	40.00	30.00	30.00
Wakulla ..	40.00	50.00	31.25	25.00	30.00	30.00	20.00	20.00
Walton	125.00	75.00	40.00	30.00	30.00	25.00	25.00	25.00
Wash'ton ..	100.00	60.00	40.00	35.00	30.00	30.00	25.00	25.00

TABLE XIII.—Average Monthly Salaries Paid Teachers.

1910-1911. Counties.	Average Monthly Salaries.				
	Both Races	White.		Negro.	
		Male	Female	Male	Female
The State	\$47.12	\$72.59	\$46.82	\$37.16	\$27.80
Alachua	46.64	74.24	48.16	29.06	26.16
Baker	38.50	40.96	35.60	42.50	30.00
Bradford	42.20	64.40	44.60	33.60	26.40
Brevard	51.00	106.60	47.60	45.00	30.80
Calhoun	35.68	48.21	33.52	20.00	20.00
Citrus	55.00	92.00	52.00	29.00	20.00
Clay	42.56	67.16	40.58	40.70	29.20
Columbia	42.50	61.48	46.58	25.92	22.06
Dade	58.98	97.80	60.66	47.50	28.14
DeSoto	55.28	68.43	49.76	44.67	26.04
Duval	48.94	98.66	53.95	43.52	32.50
Escambia	58.00	84.00	53.00	50.00	45.00
Franklin	45.42	70.00	49.68	60.00	27.03
Gadsden	47.26	104.00	47.00	25.00	22.00
Hamilton	41.46	62.21	42.32	28.58	20.04
Hernando	45.96	112.50	44.24	37.06	25.32
Hillsboro	62.08	96.28	59.90	49.84	35.24
Holmes	45.42	52.60	39.70	25.00	20.00
Jackson	35.70	53.08	39.39	23.42	20.44
Jefferson	41.00	96.88	48.82	19.78	18.76
Lafayette	46.33	48.63	48.74	37.50	35.00
Lake	46.70	69.58	46.46	31.87	28.17
Lee	56.55	72.01	52.54	40.00	25.00
Leon	39.95	89.00	43.73	35.00	25.08
Levy	44.80	59.34	44.84	30.75	26.76
Liberty	38.28	54.10	37.78	22.64	23.75
Madison	39.96	52.91	39.29	24.90	24.17
Manatee	55.06	81.58	49.26	33.12	27.50
Marion	44.35	70.00	47.03	47.00	31.06
Monroe	47.86	50.00	44.60	75.00	38.36
Nassau	40.54	60.10	40.50	67.50	28.38
Orange	53.76	91.30	55.20	44.16	30.98
Osceola	51.00	83.06	47.42	25.00	35.00
Palm Beach	66.67	126.00	68.93	43.33	34.44
Pasco	54.00	65.00	46.00	26.00	22.00
Polk	56.84	92.87	52.78	53.32	39.06
Putnam	43.87	74.58	48.08	43.18	27.32
St. Johns	39.60	69.20	40.20	50.00	24.40
St. Lucie	56.18	73.00	55.28	44.90	32.62
Santa Rosa	44.52	46.34	41.38	32.50	25.00
Sumter	48.94	83.94	48.44	30.84	27.08
Suwannee	45.74	78.74	43.54	29.12	25.52
Taylor	48.15	53.56	42.43	40.00	35.00
Volusia	56.23	80.60	55.12	45.85	34.59
Wakulla	31.28	35.30	35.66	23.04	20.94
Walton	38.00	53.00	49.00	29.00	25.00
Washington	39.70	46.61	39.11	29.85	29.41

TABLE XIV.—Aggregate Salaries Paid Teachers.

1910-1911. Counties.	Total	White.		Negro.	
		Male	Female	Male	Female
The State	\$1,190,123.68	\$284,385.87	\$738,354.79	\$ 51,184.64	\$116,198.38
Alachua	\$ 49,870.90	\$ 12,174.49	\$ 29,937.79	\$ 3,842.34	\$ 4,416.28
Baker	7,266.00	3,494.25	3,146.75	595.00	30.00
Bradford	19,200.39	5,868.11	11,702.28	607.50	1,022.50
Brevard	14,070.00	2,560.00	10,305.00	360.00	845.00
Calhoun	10,392.75	4,117.50	5,342.25	567.00	366.00
Citrus	11,926.00	3,060.00	8,466.00	80.00	320.00
Clay	12,711.22	2,250.00	8,806.22	823.75	831.25
Columbia	19,616.25	5,500.00	10,861.25	1,270.00	1,985.00
Dade	28,995.00	4,500.00	21,870.00	570.00	2,055.00
DeSoto	37,187.75	15,550.25	20,472.50	670.00	495.00
Duval	96,100.09	8,618.00	65,483.59	4,263.00	17,735.50
Escambia	58,208.75	9,180.00	37,353.50	2,525.40	9,149.85
Franklin	8,698.87	5,638.87	1,120.00	480.00	1,460.00
Gadsden	20,800.15	4,240.00	13,402.50	1,229.40	1,928.25
Hamilton	14,068.50	3,263.00	9,311.25	513.00	981.25
Hernando	10,915.75	1,800.00	7,839.50	491.25	785.00
Hillsboro	115,314.01	24,809.15	81,748.61	1,640.00	7,111.25
Holmes	14,084.75	8,023.00	5,781.75	200.00	80.00
Jackson	29,263.00	8,689.75	13,791.75	4,091.25	2,630.25
Jefferson	17,908.75	3,585.00	10,954.75	2,018.00	1,351.00
Lafayette	13,484.65	5,310.25	7,249.40	750.00	175.00
Lake	20,717.15	3,602.00	15,114.15	703.50	1,297.50
Lee	14,196.25	4,808.75	8,997.50	240.00	150.00
Leon	22,330.00	3,560.00	12,374.00	1,680.00	4,716.00
Levy	18,995.00	5,995.00	10,405.00	1,230.00	1,365.00
Liberty	7,187.50	2,080.00	3,980.00	417.50	760.00
Madison	19,113.25	7,138.25	9,452.25	1,278.75	1,244.00
Manatee	26,826.25	7,996.00	18,290.25	265.00	275.00
Marion	44,459.50	8,485.50	21,795.00	3,130.50	11,048.50
Monroe	11,718.25	1,600.00	7,713.25	525.00	1,880.00
Nassau	16,260.00	3,005.00	8,910.00	1,080.00	3,265.00
Orange	47,960.50	8,400.00	32,583.25	1,590.00	5,387.25
Osceola	11,690.75	2,575.00	8,590.75	175.00	350.00
Palm Beach	22,895.75	5,040.00	15,215.75	780.00	1,860.00
Pasco	16,459.75	4,507.50	11,182.25	349.00	421.00
Polk	59,715.50	14,003.75	38,696.00	1,920.00	5,095.75
Putnam	23,083.00	3,994.00	13,901.50	475.00	4,712.50
St. Johns	18,735.00	2,699.75	12,616.25	1,000.00	2,419.00
St. Lucie	12,723.75	2,227.00	9,638.75	548.00	310.00
Santa Rosa	20,025.00	8,573.50	10,161.50	390.00	900.00
Sumter	14,369.75	3,773.25	8,555.25	740.00	1,301.25
Suwannee	21,177.50	7,237.00	10,511.75	953.75	2,475.00
Taylor	11,684.75	6,919.50	4,305.25	320.00	140.00
Volusia	44,841.75	9,507.50	29,077.75	1,788.00	4,468.50
Wakulla	6,650.00	1,165.00	3,995.00	830.00	660.00
Walton	22,897.75	6,134.00	15,525.00	385.00	853.75
Washington	23,326.50	7,127.00	11,870.75	1,298.75	3,030.00

TABLE XV.—Taxation for Schools in 1910.

PART I.—Assessed Valuation of Property; Total School Taxes Paid; One Mill State Tax.

1910-1911. Counties.	Assessed Valuation of Prop- erty, 1910.	Total School Taxes of 1910. Collected.	One Mill Tax of 1910.			
			Assessed.	Collected.	Per Cent. Collected.	Ret. Co. for each \$1 paid
The State ...	\$177,671,856.00	\$1,341,646.63	\$177,671.66	\$139,049.92	78	\$1.57
Alachua	\$ 6,522,699.00	\$ 54,397.52	\$ 6,522.70	\$ 5,044.02	77	1.86
Baker	1,225,752.00	9,362.37	1,225.75	959.20	78	1.47
Bradford	2,583,320.00	26,194.91	2,583.32	2,407.33	93	1.50
Brevard	2,250,000.00	12,194.53	2,250.00	1,457.47	65	.84
Calhoun	1,585,995.00	13,551.24	1,585.99	1,372.76	87	1.20
Citrus	1,575,910.00	18,517.50	1,575.91	1,573.71	100	.85
Clay	1,578,645.00	13,074.54	1,578.61	1,189.50	75	1.23
Columbia	2,904,608.00	25,554.75	2,904.60	2,622.43	90	1.90
Dade	4,336,569.00	39,079.91	4,336.57	3,570.95	82	.58
DeSoto	4,476,117.00	40,478.52	4,476.11	3,620.87	81	1.05
Duval	20,278,733.00	125,962.67	20,278.73	16,092.61	79	.72
Escambia	11,258,420.00	63,373.99	11,258.42	7,572.87	67	.99
Franklin	1,238,295.00	8,482.30	1,238.29	545.28	44	.99
Gadsden	2,271,756.00	17,137.28	2,271.75	1,684.50	74	3.42
Hamilton	1,949,593.00	17,044.82	1,949.59	1,757.05	90	1.71
Hernando	1,344,246.00	10,932.39	1,344.25	972.82	72	1.14
Hillsboro	16,788,601.00	113,075.01	16,788.60	13,078.80	78	1.32
Holmes	1,568,625.00	10,565.15	1,568.62	1,452.43	93	1.89
Jackson	3,479,225.00	27,294.52	3,479.25	2,996.59	86	2.95
Jefferson	2,361,420.00	13,389.28	2,361.42	1,644.05	70	3.10
Lafayette	2,311,066.00	20,070.76	2,311.06	2,022.48	88	.44
Lake	2,863,142.00	28,219.76	2,863.31	2,723.46	95	.81
Lee	2,432,628.00	24,341.42	2,432.63	2,232.03	92	.58
Leon	3,334,000.00	17,022.49	3,334.00	1,814.86	54	4.29
Levy	2,845,101.00	18,759.65	2,845.10	2,141.15	75	1.20
Liberty	1,248,897.00	11,098.54	1,248.89	1,329.77	106	.76
Madison	2,734,299.00	16,597.92	2,734.29	1,813.81	66	3.19
Manatee	2,821,813.00	19,108.52	2,829.81	1,497.95	53	1.61
Marion	5,156,713.00	39,999.41	5,156.71	3,621.38	70	1.93
Monroe	2,204,886.00	18,760.17	2,204.88	2,096.64	96	.97
Nassau	3,126,261.00	4,482.57	3,126.00	442.82	14	5.36
Orange	6,017,685.00	52,508.87	6,017.68	4,804.69	80	.95
Osceola	2,752,931.00	21,693.67	2,752.95	2,417.96	88	.60
Palm Beach	5,334,724.00	56,185.61	5,334.72	5,239.27	98	.26
Pasco	2,312,502.00	22,964.18	2,312.50	2,056.59	89	.87
Polk	6,655,929.00	59,520.17	6,655.92	5,730.95	86	1.08
Putnam	3,034,324.00	31,136.88	3,034.32	3,070.25	101	.98
St. Johns	3,611,044.00	28,253.27	3,611.04	3,410.41	94	.66
St. Lucie	2,227,763.00	18,114.26	2,227.76	1,782.32	80	.66
Santa Rosa	3,480,204.00	16,966.43	3,480.20	1,919.04	55	1.81
Sumter	1,751,190.00	11,395.07	1,851.19	1,077.79	62	1.86
Suwannee	2,672,787.00	16,571.86	2,672.78	1,553.04	58	3.43
Taylor	2,349,362.00	18,983.99	2,349.36	1,868.72	80	.83
Volusia	5,962,428.00	63,209.40	5,962.43	5,881.78	99	.67
Wakulla	816,117.00	3,572.83	816.11	422.48	52	3.52
Walton	3,000,000.00	15,728.70	3,000.00	1,652.14	55	2.15
Washington	3,035,511.00	26,716.83	3,035.51	2,810.30	93	1.61

TABLE XV.—Taxation for Schools in 1910.
PART II.—County School Tax.

1910-1911. Counties.	No Mills Levied.	Assessed.	Collected.	Per Cent. Collected.	Delinquent Taxes Paid.
The State .....	...	\$1,234,614.63	\$947,705.09	77	\$207,675.31
Alachua	7	45,658.89	35,308.18	77	10,221.02
Baker	7	8,580.26	6,714.37	78	.....
Bradford	7	18,083.24	16,851.32	93	1,171.56
Brevard	7	15,750.00	10,202.30	65	753.41
Calhoun	6½	10,308.96	8,922.94	87	1,430.09
Citrus	7	11,031.37	11,577.34	105	30.25
Caly	6½	10,261.19	7,731.78	75	441.23
Columbia	7	20,332.25	18,357.04	90	1,512.46
Dade	7	30,355.98	24,996.69	82	.....
DeSoto	7	31,332.81	25,346.08	81	2,851.07
Duval	7	141,951.13	112,648.29	79	35,585.59
Escambia	7	78,808.94	53,010.12	67	28,711.52
Franklin	7	8,234.66	7,110.23	86	2,089.48
Gadsen	7	15,902.29	11,791.50	74	759.45
Hamilton	7	13,647.15	12,299.34	90	438.72
Hernando	7	9,409.72	6,809.71	72	173.19
Hillsboro	7	117,520.25	69,426.06	59	42,367.38
Holmes	7	10,980.37	10,167.01	93	2,526.25
Jackson	5½	19,135.90	16,481.25	86	2,100.12
Jefferson	7	16,529.94	11,508.34	70	1,883.70
Lafayette	7	16,177.46	14,157.41	88	2,031.67
Lake	7	20,041.99	19,064.13	95	2,115.78
Lee	7	17,028.40	15,624.20	92	600.31
Leon	7	23,338.00	12,704.03	54	5,966.36
Levy	5½	15,648.06	11,778.30	75	694.00
Liberty	7	8,742.28	9,308.36	106	7.52
Madison	7	19,140.09	12,296.67	64	1,408.21
Manatee	8	22,574.50	11,983.57	53	4,369.36
Marion	7	36,096.99	26,349.70	73	2,956.66
Monroe	7	15,434.20	14,676.53	95	5,223.74
Nassau	7	21,883.82	3,096.97	14	4,901.90
Orange	7	42,123.79	33,632.86	80	1,583.07
Osceola	7	19,270.66	16,925.76	88	272.08
Palm Beach	7	37,343.06	36,674.91	98	688.61
Pasco	7	16,187.51	14,396.19	89	975.00
Polk	7	46,591.50	40,116.65	86	7,327.61
Putnam	7	21,240.27	21,491.79	101	795.62
St. Johns	7	25,277.30	23,872.86	94	866.54
St. Lucie	7	15,594.34	12,476.21	80	485.23
Santa Rosa	7	24,361.42	13,432.65	55	10,675.52
Sumter	7	12,258.33	7,544.50	62	200.77
Suwannee	7	18,709.51	10,871.30	58	4,378.32
Taylor	7	16,445.53	13,081.05	80	2,263.17
Volusia	7	41,736.99	41,172.51	99	634.39
Wakulla	6½	5,304.76	2,746.10	52	2,542.14
Walton	7	21,000.00	11,297.89	54	8,602.01
Washington	7	21,248.57	19,672.10	93	63.22

TABLE XV.—Taxation for Schools in 1910.

PART III.—Poll and District Taxes.

1910-1911. Counties.	Poll Taxes of 1910.				District Taxes.			
	Assessed.	Collected.	Delinquent Taxes Paid.	Number of Districts.	Assessed.	Collected.	Delinquent Taxes Paid.	
The State..	\$68,730	\$49,960.57	\$19,441	592	\$278,151.00	\$215,331.55	\$38,855.13	
Alachua ..	3,290	1,933.00	258	38	17,456.30	12,112.32	3,221.28	
Baker	408	314.00	.....	6	1,434.57	1,375.00	1,272.79
Bradford ..	1,290	1,117.00	.....	21	5,874.60	5,819.26	1,240.12
Brevard ..	700	534.76	104	.....	.....	.....	.....
Calhoun ..	1,036	572.00	.....	10	1,941.70	2,683.54	98.73
Citrus	782	614.00	.....	16	4,770.68	4,752.45	14.49
Clay	712	604.00	27	7	4,729.43	3,549.26	107.58	
Columbia ..	1,971	1,096.00	111	7	4,004.26	3,479.26	225.61	
Dade	1,306	1,559.00	238	8	10,516.39	8,953.27	.....
DeSoto	1,275	1,058.00	448	34	12,804.19	10,453.57	241.14	
Duval	7,596	1,719.00	5,447	1	.....	34.34	.....
Escambia ..	3,899	2,791.00	467	.....	.....	.....	.....
Franklin ..	500	541.00	23	1	.....	285.79	.....
Gadsden ..	1,700	1,288.00	151	5	3,717.16	2,373.28	874.57	
Hamilton ..	1,454	659.00	188	4	2,661.39	2,329.43	91.11	
Hernando ..	873	367.00	10	11	3,910.09	2,782.86	27.01	
Hillsboro ..	3,024	1,942.00	5,507	62	48,561.01	28,628.15	16,027.38	
Holmes	1,524	887.00	100	.....	3,407.14	3,058.71	499.89
Jackson	5,717	3,600.00	847	14	4,524.03	4,216.68	251.74	
Jefferson ..	1,136	707.00	80	1	1,804.04	1,173.94	.....
Lafayette ..	767	616.59	77	11	3,791.68	3,274.28	220.40	
Lake	953	933.00	18	28	5,895.12	5,499.17	254.42	
Lee	678	551.00	28	12	6,383.63	5,934.19	702.89	
Leon	1,350	832.00	117	1	5,065.00	1,671.60	1,650.92	
Levy	1,100	694.00	.....	17	5,363.27	4,146.20	207.98
Liberty	495	276.00	.....	6	197.53	184.41	.....
Madison	2,034	1,186.00	60	4	1,503.06	901.44	348.31	
Manatee	756	712.00	158	39	8,364.48	4,915.00	3,901.93	
Marion	3,024	2,889.45	181	34	11,573.15	7,138.88	1,306.10	
Monroe	450	1,987.00	.....	.....	.....	.....	.....
Nassau	641	303.00	679	2	1,496.45	264.18	918.72	
Orange	981	2,442.00	1,701	18	14,123.29	11,629.22	151.40	
Osceola	435	490.00	85	3	1,940.50	1,859.95	38.12	
Palm Beach ..	666	602.00	449	7	13,874.12	13,669.43	187.59	
Pasco	759	475.00	92	30	6,759.42	6,036.40	270.55	
Polk	2,231	1,597.00	274	27	13,143.70	12,075.57	2,229.64	
Putnam	933	1,200.00	207	10	5,560.22	5,374.84	31.49	
St. Johns	358	970.00	572	.....	.....	.....	.....
St. Lucie	446	460.00	49	9	5,138.54	3,395.73	12.49	
Santa Rosa ..	1,657	934.00	148	7	1,404.87	680.74	.....
Sumter	1,627	432.00	.....	13	3,913.05	2,340.78	10.32
Suwannee	1,513	1,355.00	39	12	4,782.07	2,792.52	985.85	
Taylor	671	483.00	20	17	4,399.87	3,551.12	606.59	
Volusia	202	1,495.00	.....	22	14,857.95	14,660.11	.....
Wakulla	825	84.00	98	1	394.32	320.25	96.20	
Walton	1,795	774.00	112	5	2,850.50	2,004.67	529.75	
Washington ..	1,690	1,284.77	271	11	3,258.23	2,949.66	.....

TABLE XVI.—School Fund Receipts of 1910.

PART I.—Their Sources.

1910-1911. Counties.	Total Re- ceipts, Ex- cept Borrow- ed Money.	1 Cash from Last Year.	2 From County Taxes.	3 From Poll Taxes.	4 From District Taxes.
The State	\$2,144,160.71	\$305,263.50	\$959,760.32	\$49,969.27	\$220,599.72
Alachua	\$ 91,421.98	\$ 11,127.71	\$ 35,308.18	\$ 1,933.00	\$ 12,112.32
Baker	15,092.47	2,987.96	6,714.37	314.00	1,375.00
Bradford	30,762.65	35.59	16,851.32	1,117.00	5,819.26
Brevard	13,316.28	10.12	10,202.30	534.76	.....
Calhoun	21,712.95	5,935.66	8,922.94	572.00	2,683.54
Citrus	24,120.20	5,451.86	11,677.34	614.00	4,752.45
Clay	19,910.53	4,693.99	7,731.78	604.00	3,549.26
Columbia	40,096.59	9,122.31	18,357.04	1,096.00	3,479.26
Dade	126,865.26	6,773.35	24,996.69	1,559.00	8,953.27
DeSoto	69,677.85	7,897.85	36,780.99	1,067.00	15,154.02
Duval	169,791.11	68.51	112,648.23	1,719.00	.....
Escambia	96,170.23	1,814.26	53,010.12	2,791.00	.....
Franklin	13,478.01	1,080.53	7,283.91	541.00	287.81
Gadsden	39,914.06	15,446.50	11,791.50	1,288.00	2,373.28
Hamilton	22,497.04	1,779.60	12,299.34	659.00	2,321.43
Hernando	14,223.25	2,652.02	6,809.71	367.00	2,781.86
Hillsboro	227,914.73	22,890.57	69,426.06	1,942.00	28,628.15
Holmes	27,450.93	6,795.97	10,167.07	887.00	3,018.71
Jackson	50,291.46	9,839.41	16,481.25	3,600.00	4,216.63
Jefferson	25,660.31	3,874.29	11,508.34	707.00	1,173.94
Lafayette	32,235.55	10,568.38	14,157.41	616.59	3,274.28
Lake	40,920.89	10,097.07	19,064.13	933.00	5,499.17
Lee	32,785.01	7,090.12	15,624.20	551.00	5,934.19
Leon	48,702.97	15,988.28	12,704.03	832.00	5,934.19
Levy	24,291.86	2,967.38	11,778.30	694.00	4,146.20
Liberty	14,320.25	3,297.52	9,308.36	276.00	184.41
Madison	25,471.87	597.03	12,696.67	1,186.00	901.44
Manatee	30,145.80	6,627.96	11,983.57	712.00	4,915.00
Marion	57,139.84	6,085.15	26,349.70	2,889.45	7,138.88
Monroe	25,287.92	671.42	14,676.53	1,987.00	.....
Nassau	14,236.69	293.89	3,016.97	303.00	264.18
Orange	73,450.57	16,664.32	33,632.86	2,442.00	11,629.32
Osceola	26,476.77	2,911.62	16,925.76	490.00	1,819.95
Palm Beach	61,727.03	4,903.01	36,674.91	602.00	13,669.43
Pasco	29,108.61	4,262.81	14,396.19	475.00	6,036.44
Polk	88,780.79	17,212.81	40,116.65	1,597.00	12,075.57
Putnam	40,137.56	7,143.28	21,491.79	1,200.00	5,374.84
St. Johns	35,048.82	4,187.70	23,872.86	970.00	.....
St. Lucie	20,891.67	1,917.92	12,476.21	460.00	3,995.73
Santa Rosa	30,464.55	5.74	13,432.65	934.00	6,880.74
Sumter	22,826.51	11,829.58	7,544.53	432.00	2,340.78
Suwannee	29,719.71	2,282.08	10,871.30	1,355.00	2,791.52
Taylor	33,623.55	11,447.99	13,081.05	483.00	3,551.12
Volusia	86,089.63	22,722.80	41,172.51	1,495.00	14,660.11
Wakulla	8,905.66	1,165.97	2,746.10	84.00	320.25
Walton	29,373.41	1,481.82	11,344.44	774.00	2,074.67
Washington	41,629.33	10,551.79	19,672.10	1,284.47	2,949.66

TABLE XVI.—School Fund Receipts of 1910.

PART II.—Receipts from Other Sources.

1910-1911. Counties.	From State Apportionment		Tuition Non- Resident Pupils.	Examination Fees.	Other Sources.
	⁵ Interest Fund.	⁶ One Mill Tax.			
The State ..	\$ 39,484.96	\$173,185.56	\$ 1,352.08	\$ 1,898.00	\$134,079.86
Alachua	\$ 2,128.76	\$ 9,411.36		\$ 61.00	\$ 5,639.35
Baker	319.58	1,412.88		20.00	675.89
Bradford	834.48	3,613.44	38.88	41.00	114.63
Brevard	277.02	1,224.72	53.50	10.00	3.71
Calhoun	375.44	1,659.84		31.00	21.11
Citrus	302.10	1,335.60		21.00	222.54
Clay	327.56	1,448.16	740.43	16.00	53.83
Columbia	1,127.84	4,986.24		25.00	81,782.82
Dade	466.26	2,061.36	8.50	26.00	558.60
DeSoto	856.14	3,785.04		38.00	
Duval	2,619.34	11,561.04		108.00	49.85
Escambia	1,694.04	7,439.44	54.00	89.00	1,405.16
Franklin	215.84	542.28		8.00	127.72
Gadsden	1,304.92	5,769.12		28.00	1,006.50
Hamilton	679.82	3,005.52		20.00	34.80
Hernando	257.18	1,110.48		9.00	24,911.90
Hillsboro	2,958.30	13,078.80	80.00	98.00	48.00
Holmes	621.30	2,746.80		96.00	2,041.09
Jackson	1,995.76	8,822.40			183.00
Jefferson	1,152.92	5,097.12		1.00	52.00
Lafayette	350.74	8,860.08		23.00	152.25
Lake	497.04	2,198.40	62.63	4.00	637.92
Lee	292.74	1,298.64		131.00	101.91
Leon	1,759.78	7,780.08		35.00	1,327.16
Levy	579.12	2,560.32		11.00	1.50
Liberty	227.62	1,000.32		151.00	1,024.45
Madison	1,309.48	5,789.28		25.00	76.75
Manatee	545.30	2,411.76	80.00	63.00	1,576.78
Marion	1,584.22	7,003.92	2.00	5.00	237.75
Monroe	459.04	2,029.44		33.00	835.25
Nassau	536.94	2,373.84		64.00	
Orange	1,029.80	4,552.80		19.00	2,96.64
Osceola	326.42	1,443.12		37.00	2,877.50
Palm Beach ..	303.62	1,341.36		83.00	323.72
Pasco	404.70	1,789.20		55.00	296.51
Polk	1,431.84	6,164.16		28.00	191.70
Putnam	677.92	2,997.12		34.00	1,802.86
St. Johns	505.78	2,236.08		7.00	9.15
St. Lucie	265.24	1,174.56	39.14	43.00	277.70
Santa Rosa ..	786.60	3,477.60	3.00	13.00	
Sumter	452.96	2,002.56		97.00	381.00
Suwannee ..	1,209.16	5,328.48		7.00	267.47
Taylor	849.60	1,546.56		46.00	540.48
Volusia	888.82	3,929.52		8.00	21.90
Wakulla	336.30	1,486.80		44.00	100.00
Walton	802.56	3,548.16	30.00	42.00	27.50
Washington ..	1,056.02	4,657.76	160.00		

TABLE XVII.—Summary of Expenditures of Public School Funds.
PART I.

1910-1911—Counties.	Total Warrants Drawn.	Warrants for Debits and Borrowed Money.
The State	\$2,478,430.16	\$2,240,983.55
Alachua	\$ 73,911.99	\$ 75,575.73
Baker	19,117.07	20,495.87
Bradford	25,731.66	29,771.68
Brevard	23,854.49	13,163.39
Calhoun	17,906.70	15,204.37
Citrus	27,247.28	27,593.28
Clay	20,225.57	18,265.49
Columbia	42,481.75	48,778.74
Dade	83,735.83	83,760.36
DeSoto	82,161.71	82,668.72
Duval	271,590.76	169,694.19
Escambia	235,653.97	218,960.68
Franklin	16,459.37	18,328.11
Gadsden	30,337.82	29,525.49
Hamilton	20,614.84	18,603.52
Hernando	15,258.24	11,846.56
Hillsboro	394,411.92	364,292.22
Holmes	19,391.87	19,751.52
Jackson	34,917.48	36,141.89
Jefferson	25,809.22	24,446.32
Lafayette	23,497.71	22,570.21
Lake	29,407.01	27,818.01
Lee	24,167.10	23,659.01
Leon	96,892.98	72,849.08
Levy	23,736.45	20,556.57
Liberty	14,838.80	14,674.67
Madison	32,394.62	24,886.07
Manatee	36,297.49	20,550.85
Marion	56,332.51	54,407.39
Monroe	30,636.25	31,465.61
Nassau	25,910.99	13,927.57
Orange	65,510.55	66,018.90
Osceola	30,465.81	40,386.42
Palm Beach	47,351.04	49,518.18
Pasco	26,409.71	24,225.71
Polk	77,155.25	71,529.93
Putnam	34,129.01	34,171.31
St. Johns	56,099.54	44,886.45
St. Lucie	18,886.05	18,499.38
Santa Rosa	26,149.12	30,078.54
Sumter	18,206.69	18,819.38
Suwannee	28,395.38	27,521.47
Taylor	35,633.82	30,407.95
Volusia	65,413.70	63,687.51
Wakulla	11,751.67	11,501.67
Walton	31,674.93	27,891.59
Washington	29,666.44	27,545.99

TABLE XVII.—(Continued)—Summary of Expenditures of Public School Funds.—Part II.

1910-1911. Counties.	Total Expenditures.		
	For All Purposes.	For Schools Proper.	For Adminis- tration, etc.
The State	\$2,031,533.13	\$1,710,324.47	\$321,208.66
Alachua	\$ 73,911.99	\$ 66,765.00	\$ 7,146.39
Baker	11,771.37	9,762.06	2,009.31
Bradford	45,018.00	20,484.37	24,533.63
Brevard	23,854.49	20,849.52	3,004.97
Calhoun	14,085.42	11,428.44	2,656.98
Citrus	19,304.96	16,514.76	2,790.20
Clay	35,678.02	16,452.45	19,225.57
Columbia	25,581.75	21,745.44	3,836.31
Dade	83,735.83	70,873.72	12,862.11
DeSoto	59,536.71	54,047.95	4,888.76
Duval	221,590.76	183,994.86	37,595.90
Escambia	111,353.97	95,656.32	15,697.65
Franklin	11,551.87	9,808.17	1,743.70
Gadsden	30,337.82	28,158.08	2,179.74
Hamilton	20,614.84	18,687.05	1,927.79
Hernando	15,258.24	12,736.76	2,521.48
Hillsboro	230,432.92	176,620.40	53,812.52
Holmes	19,361.87	16,189.67	3,172.20
Jackson	34,917.48	32,022.50	2,894.98
Jefferson	25,809.22	22,872.83	2,936.39
Lafayette	23,297.71	20,634.64	2,663.07
Lake	28,781.61	25,791.29	2,990.32
Lee	24,167.10	20,987.01	3,180.09
Leon	73,141.23	64,083.24	9,057.99
Levy	23,736.45	20,724.30	3,012.15
Liberty	10,518.80	8,011.21	2,507.59
Madison	32,394.62	28,983.62	3,411.00
Manatee	36,297.49	30,937.74	5,359.75
Marion	53,778.41	48,918.82	4,859.59
Monroe	22,236.25	18,221.86	4,014.39
Nassau	25,910.99	22,672.66	3,238.33
Orange	65,510.55	61,685.57	3,824.98
Osceola	20,465.81	16,438.12	4,027.69
Palm Beach	45,998.97	40,312.51	5,686.46
Pasco	26,409.71	25,259.04	1,150.67
Polk	77,155.25	66,370.39	10,784.86
Putnam	32,135.51	28,758.45	3,377.06
St. Johns	46,861.34	37,259.67	9,601.67
St. Lucie	18,886.05	15,916.79	2,969.26
Santa Rosa	26,149.12	22,332.09	3,817.03
Sumter	18,206.69	15,693.58	2,513.11
Suwannee	28,395.38	23,190.00	5,195.38
Taylor	21,633.82	15,626.28	6,007.54
Volusia	65,413.70	61,296.61	4,117.09
Wakulla	9,001.67	7,647.18	1,354.49
Walton	31,674.93	28,989.30	2,685.63
Washington	29,666.44	27,302.55	2,363.89

TABLE XVIII.—Expenditures for "School Proper" Itemized.

PART I.—Total Salaries of Teachers, Costs of Lots, etc.

1910-1911. Counties.	Total.	1 Salaries of Teachers.	2 School Lots.	3 New Build- ings.	4 Repairs.
The State	\$1,703,560.15	\$1,186,376.65	\$ 18,208.93	\$295,153.39	\$ 43,889.14
Alachua	\$ 66,765.60	\$ 49,870.90	\$ 35.00	\$ 6,673.72	\$ 2,209.00
Baker	9,762.06	7,266.00		1,272.92	221.95
Bradford	19,835.14	18,151.63			118.03
Brevard	20,849.52	14,070.00		1,768.79	1,907.33
Calhoun	11,428.44	10,392.75	35.00	270.20	107.50
Citrus	16,514.76	11,926.00	600.00	1,970.00	422.36
Clay	16,452.45	12,711.22	173.10	1,255.67	307.85
Columbia	21,745.44	19,616.25		488.24	452.96
Dade	70,873.72	28,995.00	1,908.24	32,304.33	2,084.96
DeSoto	54,647.95	37,187.75	100.00	1,042.09	833.63
Duval	183,994.86	98,465.09	5,222.40	48,331.62	12,717.20
Escambia	95,656.32	58,208.75		25,386.94	1,934.79
Franklin	9,808.17	8,749.37		149.62	161.48
Gadsden	23,158.08	15,800.15		5,467.81	
Hamilton	18,687.05	14,068.50		3,100.00	180.77
Hernando	12,736.76	10,915.75	25.00	309.99	287.65
Hillsboro	176,620.40	115,399.01	1,546.25	40,877.41	4,910.27
Holmes	16,190.67	14,084.75		807.30	387.51
Jackson	32,022.50	29,263.00		791.45	89.05
Jefferson	22,872.83	17,908.75	100.00	633.55	321.10
Lafayette	20,634.64	13,484.65	91.00	3,670.75	1,662.21
Lake	25,791.29	20,717.15		3,000.00	755.84
Lee	20,987.01	14,196.25	208.15	2,707.62	1,687.69
Leon	63,965.15	22,330.00	34.42	37,828.78	702.70
Levy	20,724.30	18,995.00		501.70	397.86
Liberty	8,011.21	7,237.50		155.26	78.96
Madison	28,983.62	19,113.25		8,380.17	5.00
Manatee	30,937.74	26,826.25		265.00	1,414.25
Marion	48,918.82	44,459.50	203.95	226.83	1,244.12
Monroe	18,221.86	11,718.25		4,456.32	54.20
Nassau	22,672.66	16,320.00	6.00	4,415.65	877.82
Orange	61,685.57	48,613.73			
Osceola	16,438.12	11,690.75		2,000.00	209.99
Palm Beach...	40,312.51	22,939.75	2,762.42	7,417.28	410.92
Pasco	24,259.04	15,459.75	2,304.00	3,030.08	271.12
Polk	66,370.39	59,715.50		2,033.22	797.24
Putnam	28,758.45	23,083.00	2,475.00	345.34	531.39
St. Johns	37,259.67	18,735.00		11,138.84	456.74
St. Lucie	15,918.79	12,723.75	50.00	1,191.65	228.44
Santa Rosa	22,332.09	20,025.00	39.00	1,150.85	267.80
Sumter	15,693.58	14,369.75		476.14	80.95
Suwannee	23,199.00	21,177.50		635.00	35.00
Taylor	15,626.28	11,684.75		2,472.82	76.50
Volusia	61,296.61	44,841.75	200.00	7,044.45	1,183.73
Wakulla	7,647.18	6,650.00		366.73	29.10
Walton	28,989.30	22,900.75		4,706.42	51.87
Washington ..	27,302.55	23,326.50		1,573.83	1,012.96

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART II.—Cost of Furniture, Apparatus, Insurance, etc.

1910-1911. Counties.	⁵ Furniture.	⁶ Apparatus.	⁷ Insurance.	⁸ Rents.	⁹ Janitors.
The State	\$30,073.14	\$11,338.95	\$9,871.78	\$1,769.39	\$19,385.56
Alachua	\$ 1,135.99	\$ 657.80	\$ 416.15	\$.....	\$ 320.58
Baker	503.20	103.37	163.00	.....	.....
Bradford	18.16	.....	45.00	8.00	117.25
Brevard	593.59	.....	40.50	.....	136.00
Calhoun	127.77	.....	.....	.....	.....
Citrus	312.26	244.77	.....	.....	.....
Clay	512.41	100.00	142.38	23.25	128.00
Columbia	48.25	105.62	200.00	15.00	240.00
Dade	1,819.14	996.14	276.20	20.00	602.37
DeSoto	2,253.85	708.67	252.05	106.00	212.05
Duval	2,466.38	274.40	1,673.75	262.00	5,080.50
Escambia	2,374.53	1,410.84	1,007.50	189.00	2,060.00
Franklin .....	.....	.....	90.00	.....	245.00
Gadsden	163.48	.....	80.00	85.00	.....
Hamilton .....	.....	300.00	.....	.....	.....
Hernando	142.34	116.25	90.00	.....	143.65
Hillsboro	554.35	356.69	1,057.69	324.00	3,114.15
Holmes	749.44	.....	66.50	.....	.....
Jackson	23.00	.....	.....	.....	.....
Jefferson	3.83	.....	18.00	.....	56.00
Lafayette	1,220.26	.....	.....	.....	48.62
Lake	323.58	22.96	203.51	.....	159.00
Lee	196.30	131.90	.....	240.00	215.85
Leon	1,017.92	153.10	673.25	67.90	219.00
Levy	21.00	536.95	.....	.....	.....
Liberty	361.27	51.17	.....	.....	.....
Madison .....	.....	.....	94.50	.....	69.00
Manatee	735.92	55.09	249.00	17.50	240.20
Marion	797.64	671.73	.....	.....	373.85
Monroe	207.50	351.40	140.00	156.62	924.55
Nassau	212.80	.....	148.50	30.00	144.00
Orange .....	.....	.....	.....	.....	56.00
Osceola .....	.....	1.20	52.75	.....	330.00
Palm Beach	1,037.03	317.53	86.00	116.12	770.00
Pasco	870.04	130.03	419.05	.....	214.75
Polk	648.59	752.31	223.50	.....	423.50
Putnam	354.93	555.55	138.60	.....	70.55
St. Johns	3,043.08	428.65	337.25	.....	1,022.56
St. Lucie	392.86	217.12	80.60	.....	86.75
Santa Rosa	329.55	.....	97.50	20.00	56.00
Sumter	69.75	90.00	110.00	.....	.....
Suwannee	76.05	.....	108.55	.....	200.00
Taylor	124.40	100.00	325.00	.....	64.00
Volusia	2,491.17	1,361.09	651.50	37.00	1,145.83
Wakulla	310.00	19.58	.....	.....	.....
Walton	1,000.94	.....	114.00	.....	96.00
Washington	428.59	16.80	.....	52.00	.....

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART III.—Cost of Fuel, Free Books, etc.

Counties. 1910-1911.	10 Fuel.	11 Free Books.	12 Transportation of Pupils.	13 School Inci- dentals.
The State	\$5,716.81	\$6,434.72	\$23,655.97	\$51,685.72
Alachua	\$ 151.60	\$ 67.50	.....	\$ 5,227.36
Baker	11.65	.....	172.00	48.97
Bradford	136.90	142.15	50.00	1,048.02
Brevard	45.00	568.67	1,360.00	359.64
Calhoun .....	.....	79.55	30.00	385.67
Citrus .....	.....	870.27	169.10	.....
Clay	70.95	.....	662.90	329.47
Columbia	113.75	.....	135.90	329.47
Dade	14.15	.....	645.75	1,207.44
DeSoto	13.15	69.21	584.62	284.83
Duval	1,765.05	.....	3,914.82	3,821.65
Escambia	730.96	6.25	.....	2,346.76
Franklin	77.70	.....	.....	335.00
Gadsden .....	.....	.....	.....	1,561.64
Hamilton	18.25	10.35	25.50	983.68
Hernando	11.00	480.13	131.80	83.20
Hillsboro	428.90	1,199.70	673.65	6,178.09
Holmes .....	.....	.....	.....	95.17
Jackson .....	.....	.....	.....	1,856.00
Jefferson .....	.....	406.94	3,295.51	67.15
Lafayette	17.50	162.46	92.67	184.52
Lake	61.90	47.74	.....	499.61
Lee	10.00	12.00	590.25	790.99
Leon	127.75	.....	378.20	432.13
Levy	13.00	.....	72.62	185.17
Liberty	29.00	.....	.....	98.05
Madison	42.50	80.35	347.70	851.15
Manatee	46.95	653.41	121.87	312.30
Marion	115.95	210.98	84.00	959.97
Monroe .....	.....	14.75	.....	200.27
Nassau	52.00	.....	.....	465.89
Orange .....	.....	.....	3,862.30	9,153.54
Osceola	54.85	801.54	83.80	1,213.24
Palm Beach	37.65	316.61	1,796.50	2,313.70
Pasco	34.57	59.72	1,048.07	417.86
Polk .....	.....	131.76	.....	1,644.77
Putnam	36.35	.....	752.45	415.29
St. Johns	383.19	22.68	683.50	1,008.18
St. Lucie	18.25	.....	635.49	293.88
Santa Rosa .....	.....	.....	.....	346.39
Sumter .....	.....	20.00	12.00	464.99
Suwannee .....	.....	.....	.....	966.90
Taylor .....	.....	.....	325.25	453.56
Volusia	365.07	.....	918.50	1,056.52
Wakulla .....	.....	.....	.....	41.77
Walton	81.32	.....	.....	38.00
Washington	600.00	.....	.....	291.87

TABLE XIX.—Expenditures for "Administration" Itemized.
PART I.—Cost of Officials.

1910-1911. Counties.	Total.	1 Salary of Su- perintend- ents.	2 Traveling Expenses of Superin- tendents.
The State	\$284,271.84	\$ 58,550.84	\$ 1,985.15
Alachua	\$ 7,146.39	\$ 1,800.00	\$ 48.00
Baker	2,009.31	900.00	.....
Bradford	4,049.26	1,200.00	.....
Brevard	3,004.97	900.00	45.65
Calhoun	2,656.98	900.00	60.00
Citrus	2,790.20	1,200.00	14.25
Clay	2,773.12	1,080.00	69.61
Columbia	3,836.31	1,200.00	.....
Dade	12,862.11	1,500.00	125.75
DeSoto	4,888.76	1,500.00	28.45
Duval	37,595.90	2,400.00	.....
Escambia	15,697.65	2,700.00	.....
Franklin	1,743.70	600.00	.....
Gadsden	1,743.70	1,200.00	.....
Hamilton	1,927.79	900.00	.....
Hernando	2,521.48	1,200.00	40.00
Hillsboro	53,812.52	1,500.00	300.00
Holmes	3,172.20	1,200.00	25.00
Jackson	2,894.98	1,500.00	.....
Jefferson	2,936.39	1,200.00	33.50
Lafayette	2,663.07	1,200.00	15.00
Lake	2,990.32	1,200.00	200.00
Lee	3,180.09	1,200.00	68.10
Leon	9,057.99	1,200.00	17.75
Levy	3,012.15	1,200.00	15.00
Liberty	2,507.59	600.00	18.98
Madison	3,411.00	1,200.00	.....
Manatee	5,359.75	1,200.00	35.00
Marion	4,859.59	1,500.00	30.55
Monroe	4,014.39	1,200.00	35.00
Nassau	3,238.33	1,200.00	.....
Orange	3,824.98	1,625.00	.....
Osceola	4,027.69	1,200.00	.....
Palm Beach	5,686.46	1,475.00	148.99
*Pasco	1,150.67	.....	.....
Polk	10,784.86	1,800.00	86.30
Putnam	3,377.06	1,500.00	110.60
St. Johns	9,601.67	1,100.00	61.35
St. Lucie	2,969.26	1,050.00	98.88
Santa Rosa	3,817.03	1,200.00	.....
Sumter	2,513.11	920.84	.....
Suwannee	5,196.38	1,200.00	.....
Taylor	6,007.54	1,200.00	.....
Volusia	4,117.09	1,800.00	188.44
Wakulla	1,354.49	600.00	15.00
Walton	2,685.63	1,200.00	.....
Washington	2,363.89	1,200.00	.....

* Salary, \$1,200.00, paid by County Commissioners.

TABLE XIX.—Expenditures for "Administration" Itemized.
PART I.—(Continued)—Cost of Officials.

1910-1911. Counties.	3 Per Diem and Mileage of School Boards.	4 Incidental Expenses of Super- intendent and Board.	5 Commission Paid Treasurer.
The State	\$ 15,511.49	\$ 20,525.82	\$ 35,600.85
Alachua	\$ 317.40	\$ 140.00	\$ 1,315.74
Baker	273.91	45.90	388.72
Bradford	275.60	389.39	630.49
Brevard	502.40	125.15	269.43
Calhoun	251.20	164.63	222.41
Citrus	285.60	298.39	493.80
Clay	332.40	98.55	440.41
Columbia	244.60	38.91	577.76
Dade	276.39	755.24	1,870.22
DeSoto	469.80	164.47	1,191.89
Duval	1,150.00	7,599.19	1,005.25
Escambia	392.00	937.20	2,050.95
Franklin	244.00	278.73	366.39
Gadsden	238.00	77.05	616.49
Hamilton	271.20	18.69	374.82
Hernando	239.00	18.81	228.69
Hillsboro	778.70	1,233.63	4,709.29
Holmes	423.00	45.15	395.44
Jackson	302.20	75.95	652.01
Jefferson	277.60	91.22	461.12
Lafayette	309.80	123.79	518.25
Lake	304.30	34.35	553.91
Lee	293.00	190.94	584.16
Leon	201.60	185.54	1,154.36
Levy	323.00	134.87	403.18
Liberty	255.00	36.48	299.26
Madison	370.40	146.42	591.16
Manatee	182.60	80.41	432.14
Marion	470.55	342.76	852.81
Monroe	180.00	629.65	544.39
Nassau	364.20	75.70	437.31
Orange	273.00	300.59	1,335.63
Osceola	298.00	258.06	832.80
Palm Beach	312.01	948.73	1,181.90
Pasco	287.30	339.93	.....
Polk	256.60	467.44	1,430.32
Putnam	427.70	40.77	660.88
St. Johns	282.00	1,455.33	1,100.32
St. Lucie	359.85	45.06	374.73
Santa Rosa	238.80	511.80	605.40
Sumter	205.60	236.74	478.41
Suwannee	359.40	349.79	552.70
Taylor	235.10	170.84	414.77
Volusia	484.35	136.69	847.94
Wakulla	264.90	41.28	217.62
Walton .....	.....	514.21	330.20
Washington	321.83	128.48	544.98

TABLE XIX.—Expenditures for "Administration" Itemized.
PART II.—Other Expenditures.

1910-1911. Counties.	⁶ Interest on Debts and Loans.	⁷ Institutes and Summer Schools.	⁸ Undistrib- uted Books, Etc.	⁹ Printing.
The State	\$96,478.02	\$2,974.67	\$8,167.00	\$4,521.80
Alachua	\$ 38.37	\$ 223.75	\$ 953.30	\$ 145.50
Baker .....	.....	.....	254.38	89.00
Bradford	651.96	530.95	300.00	30.00
Brevard	549.78	12.00	32.76	103.85
Calhoun .....	.....	.....	.....	49.40
Citrus	207.00	190.00	.....	50.55
Clay	275.19	4.57	160.25	61.70
Columbia	1,460.69	.....	117.20	39.75
Dade	2,523.22	57.60	491.15	327.25
DeSoto	822.78	437.00	.....	66.40
Duval	23,547.78	200.00	587.40	464.65
Escambia	9,214.50	.....	170.00	126.00
Franklin	117.18	.....	.....	89.50
Gadsden .....	.....	.....	.....	24.00
Hamilton	303.70	.....	5.00	.....
Hernando	295.67	.....	.....	117.50
Hillsboro	30,059.38	475.00	282.46	718.20
Holmes .....	.....	.....	.....	63.00
Jackson	37.02	.....	.....	54.00
Jefferson .....	.....	.....	.....	4.00
Lafayette	160.00	.....	.....	75.00
Lake	158.88	78.10	.....	100.43
Lee	33.34	.....	28.11	17.23
Leon	766.68	.....	131.65	110.50
Levy	345.48	100.00	.....	24.00
Liberty	1,040.00	.....	.....	36.00
Madison	520.71	.....	406.81	56.00
Manatee	3,114.09	.....	38.41	167.25
Marion	1,229.90	.....	13.75	197.25
Monroe	1,346.10	.....	.....	40.20
Nassau	970.26	.....	60.56	54.00
Orange .....	.....	.....	.....	36.55
Osceola	1,240.00	.....	.....	74.55
Palm Beach	689.95	.....	16.95	105.56
Pasco	379.44	.....	.....	39.00
Polk	3,949.46	234.00	1,400.60	45.23
Putnam .....	.....	.....	.....	124.85
St. Johns	5,537.67	.....	.....	.....
St. Lucie	493.19	.....	.....	26.80
Santa Rosa	760.03	187.50	.....	28.25
Sumter	319.77	.....	.....	44.25
Suwannee	2,126.62	.....	.....	.....
Taylor	1,078.37	.....	2,716.26	79.95
Volusia .....	.....	213.20	.....	180.63
Wakulla	113.86	.....	.....	57.00
Walton .....	.....	32.00	.....	83.52
Washington .....	.....	.....	.....	93.50

TABLE XIX.—Expenditures for "Administration" Itemized.
PART II.—(Continued)—Other Expenditures.

1910-1911. Counties.	¹⁰ Expenses of Examina- tions.	¹¹ Tuition of County Lin Pupils.	¹² All Other Purposes.
The State	\$ 2,865.37	\$ 2,127.21	\$35,013.62
Alachua	\$ 188.00	\$ 268.09	\$ 1,708.24
Baker	57.40	.....	.....
Bradford	23.20	17.67	.....
Brevard	36.20	39.14	388.61
Calhoun	30.82	687.07	291.45
Citrus	17.95	.....	32.66
Clay	38.50	88.49	123.40
Columbia	29.75	.....	127.65
Dade	83.95	.....	4,851.34
DeSoto	70.80	.....	137.17
Duval	133.95	115.25	392.43
Escambia	107.00	.....	.....
Franklin	47.90	.....	.....
Gadsden	24.20	.....	.....
Hamilton	30.20	.....	24.18
Hernando	24.00	.....	357.81
Hillsboro	124.20	136.65	13,495.01
Holmes	74.50	.....	946.11
Jackson	113.80	160.00	.....
Jefferson	82.10	.....	786.85
Lafayette	4.00	.....	254.23
Lake	60.35	.....	300.00
Lee	48.50	.....	716.71
Leon	123.20	125.00	5,041.71
Levy	24.80	.....	376.82
Liberty	20.30	.....	201.57
Madison	79.50	40.00	.....
Manatee	63.50	.....	46.35
Marion	116.90	82.35	22.77
Monroe	39.05	.....	.....
Nassau	76.30	.....	.....
Orange	62.65	.....	190.96
Osceola	24.00	.....	100.28
Palm Beach	48.65	.....	758.72
Pasco	105.00	.....	.....
Polk	111.10	104.72	899.09
Putnam	46.00	188.88	277.38
St. Johns	65.00	.....	.....
St. Lucie	22.80	.....	497.95
Santa Rosa	42.50	.....	242.75
Sumter	27.50	.....	280.00
Suwannee	102.20	.....	505.67
Taylor	12.25	.....	.....
Volusia	65.00	6.90	194.94
Wakulla	18.60	.....	26.31
Walton	42.20	67.00	416.50
Washington	75.10	.....	.....

TABLE XX.—Showing Financial Condition of County Boards
July 1, 1911.

1910-1911. Counties.	Total Indebted- ness.	Net Indebted- ness.	Net Cash on Hand.
The State	\$938,677.02	\$707,787.58	\$138,471.20
Alachua	\$ 2,444.17	.....	\$ 13,402.08
Baker	0,058.65	5,334.82	.....
Bradford	4,849.34	3,858.37	.....
Brevard	12,046.85	11,893.96	.....
Calhoun	3,297.28	.....	3,211.30
Citrus .....	.....	.....	4,326.92
Clay	12,059.41	10,404.37	.....
Columbia	16,995.41	8,777.56	.....
Dade	99,171.80	5,041.47	.....
DeSoto	1,020.64	.....	8,488.49
Duval	157,915.61	157,818.69	.....
Escambia	70,234.12	69,924.57	.....
Franklin	2,407.32	2,349.92	.....
Gadsden	1,027.35	.....	9,361.22
Hamilton	4,239.02	345.50	.....
Hernando	5,245.08	2,868.39	.....
Hillsboro	142,848.48	132,345.02	.....
Holmes	201.10	.....	7,482.49
Jackson	909.89	.....	13,239.68
Jefferson	1,692.28	478.29	.....
Lafayette	5,725.97	.....	5,939.37
Lake	2,919.77	.....	8,983.11
Lee	1,130.22	.....	7,995.78
Leon	36,410.90	30,334.59	.....
Levy	4,263.09	527.80	.....
Liberty	6,640.74	2,675.16	.....
Madison	7,723.55	7,137.75	.....
Manatee	38,117.85	28,522.90	.....
Marion	20,167.02	17,434.57	.....
Monroe	12,661.06	10,438.75	.....
Nassau	21,534.58	21,225.46	.....
Orange	367.52	.....	7,064.15
Osceola	17,293.31	12,202.96	.....
Palm Beach	6,053.06	.....	8,155.79
Pasco	2,236.00	.....	2,646.90
Polk	57,818.36	40,567.50	.....
Putnam	626.63	.....	5,339.62
St. Johns	71,162.70	71,162.13	.....
St. Lucie	8,037.81	5,645.52	.....
Santa Rosa	8,093.79	.....	4,568.12
Sumter	9,494.57	5,487.44	.....
Suwannee	27,525.65	25,327.41	.....
Taylor	15,313.37	12,157.77	.....
Volusia	3,440.50	.....	18,961.62
Wakulla	250.00	96.01	.....
Walton	6,884.75	5,402.93	.....
Washington	2,120.45	.....	11,304.56

TABLE XXI.—Balance Sheet or Summary of Financial Statements of County Boards.

PART I.—*Debits—The Sum of These Three Columns Equals the Sum of the Three Columns in Part II.

1910-1911. Counties.	Total. Receipts, Except Borrowed Money.	Borrowed Money.	Warrants of 1911 Not Paid July 1
The State	\$2,144,170.71	\$ 404,747.30	\$ 598,629.59
Alachua	\$ 91,421.98	\$	\$ 2,444.17
Baker	15,092.47	6,128.23	410.14
Bradford	30,762.65	.....	.....
Brevard	13,316.28	.....	12,046.85
Calhoun	21,712.95	.....	3,297.28
Citrus	24,120.20	7,800.00	.....
Clay	*19,920.53	.....	3,059.41
Columbia	40,096.59	16,900.00	16,995.41
Dade	126,865.26	.....	21,837.96
DeSoto	69,677.85	22,500.00	855.64
Duval	169,791.11	.....	117,832.15
Escambia	96,170.23	123,100.00	54,394.12
Franklin	13,478.01	4,907.50	2,407.32
Gadsden	39,914.06	.....	973.83
Hamilton	22,497.04	.....	3,115.91
Hernando	14,223.25	.....	4,245.08
Hillsboro	227,914.73	146,880.95	104,161.18
Holmes	27,450.93	.....	201.10
Jackson	50,291.46	.....	909.89
Jefferson	25,660.31	.....	1,692.28
Lafayette	32,235.55	2,000.00	1,665.97
Lake	40,920.89	.....	2,919.77
Lee	32,785.01	.....	1,130.22
Leon	48,702.97	30,222.42	36,157.40
Levy	24,291.86	.....	4,263.09
Liberty	14,320.25	4,320.00	640.74
Madison	25,471.87	.....	7,723.55
Manatee	30,145.80	.....	35,802.85
Marion	57,139.84	.....	7,833.96
Monroe	25,287.92	8,400.00	6,400.00
Nassau	14,236.69	.....	20,572.53
Orange	73,450.57	.....	327.85
Osceola	26,476.77	19,000.00	7,293.31
Palm Beach	61,727.03	.....	4,248.68
Pasco	29,108.61	.....	2,236.00
Polk	88,780.79	.....	46,819.81
Putnam	40,137.56	.....	626.63
St. Johns	35,048.82	9,838.20	13,883.07
St. Lucie	20,891.67	.....	8,037.81
Santa Rosa	30,464.55	.....	6,508.79
Sumter	22,826.51	.....	6,777.23
Suwannee	29,719.71	.....	4,771.54
Taylor	33,623.55	.....	8,413.37
Volusia	86,089.63	.....	3,440.50
Wakulla	8,905.66	2,750.00	250.00
Walton	29,373.41	.....	6,884.75
Washington	41,629.33	.....	2,120.45

*Total Debits, or sum of the three columns, \$3,147,547.60.

*Ten dollars was added to the sum of "Total Receipts" in order to make the same equal the sum of "Total Expenditures." Error caused by former County Treasurer, and allowed by the County Auditor and Assistant State Auditor.

TABLE XXI.—Balance Sheet, or Summary of Financial Statements of County Boards.

PART II.—*Credits—The Sum of These Three Columns Equals the Sum of the Three Columns in Part I.

1910-1911. Counties.	Total Expendi- tures, Except Payment of Debts.	Loans, Old Debts and Warrants Paid.	Cash on Hand.
The State	\$2,478,430.16	\$ 361,183.98	\$ 307,933.46
Alachua	\$ 73,911.99	\$ 4,107.91	\$ 15,846.25
Baker	19,117.07	1,789.94	723.83
Bradford	25,731.66	4,040.02	990.97
Brevard	23,854.49	1,355.75	152.89
Calhoun	17,906.70	594.95	6,508.58
Citrus	27,247.28	346.00	4,326.92
Clay	20,225.57	1,099.33	1,655.04
Columbia	42,481.75	23,292.40	8,217.85
Dade	83,735.83	21,862.49	43,104.90
DeSoto	82,161.71	1,362.05	9,509.13
Duval	271,590.76	15,935.58	96.92
Escambia	235,653.97	37,700.83	309.55
Franklin	16,459.37	4,276.06	57.40
Gadsden	30,337.82	161.50	10,388.57
Hamilton	20,614.84	1,104.59	3,893.52
Hernando	15,258.24	833.40	2,376.69
Hillsboro	394,411.92	74,041.48	10,503.46
Holmes	19,391.87	560.75	7,699.41
Jackson	34,917.48	2,134.30	14,149.57
Jefferson	25,809.22	329.38	1,213.99
Lafayette	23,497.71	738.47	11,665.34
Lake	29,407.01	1,330.77	13,102.88
Lee	24,167.10	622.13	9,126.00
Leon	96,892.98	12,113.50	6,076.31
Levy	23,736.45	1,083.21	3,735.29
Liberty	14,838.80	476.61	3,965.58
Madison	32,394.62	215.00	585.80
Manatee	36,297.49	20,056.21	9,594.95
Marion	56,332.51	5,908.84	2,732.45
Monroe	30,636.25	7,229.36	2,222.31
Nassau	25,910.99	8,589.11	309.12
Orange	65,510.55	836.20	7,431.67
Osceola	30,465.81	17,213.92	5,090.35
Palm Beach	47,351.04	6,415.82	12,206.85
Pasco	26,409.71	52.00	4,882.90
Polk	77,155.25	41,194.49	17,250.86
Putnam	34,129.01	668.93	5,966.25
St. Johns	56,699.54	2,069.98	00.57
St. Lucie	18,886.05	7,651.14	2,392.29
Santa Rosa	26,149.12	10,438.21	386.01
Sumter	18,206.69	7,389.92	4,007.13
Suwannee	28,395.38	3,897.63	2,198.24
Taylor	36,633.82	3,247.50	3,155.60
Volusia	65,413.70	1,714.31	22,402.12
Wakulla	11,751.67	.....	153.99
Walton	31,674.93	3,101.41	1,481.82
Washington	29,666.44	.....	14,083.34

*Total credits, or sum of the three columns, 3,147,547.60.

TABLE XXII.—Total Cost of White Schools.

1910-1911. Counties.	Total.	Expended on Schools Proper.	Expended On Adminis- tration, Prorated on Enroll- ment.
The State	\$1,719,825.49	\$1,524,801.27	\$ 195,024.22
Alachua	\$ 62,314.76	\$ 58,908.43	\$ 3,406.33
Baker	10,841.80	9,067.86	1,773.94
Bradford	22,006.11	18,967.87	3,038.24
Brevard	21,462.39	19,311.58	2,150.81
Calhoun	12,624.21	10,495.44	2,128.77
Citrus	18,163.36	16,005.11	2,158.25
Clay	16,793.68	14,688.58	2,105.10
Columbia	20,262.67	18,379.69	1,882.98
Dade	77,646.46	67,989.20	9,657.26
DeSoto	57,134.71	52,653.72	4,480.99
Duval	181,092.76	158,491.61	22,601.15
Escambia	93,043.70	82,490.33	10,553.37
Franklin	8,723.70	7,692.53	1,031.17
Gadsden	25,744.74	24,960.43	784.31
Hamilton	18,361.66	17,192.80	1,168.86
Hernando	12,885.74	11,399.91	1,485.83
Hillsboro	211,507.76	167,361.58	44,146.18
Holmes	18,950.81	15,910.67	3,040.14
Jackson	26,635.04	25,203.33	1,431.71
Jefferson	19,986.07	19,301.63	684.44
Lafayette	21,993.76	19,688.58	2,305.18
Lake	25,996.66	23,780.29	2,216.37
Lee	23,431.20	20,557.19	2,874.01
Leon	57,663.10	55,856.85	1,806.25
Levy	20,008.87	18,106.55	1,902.32
Liberty	8,372.36	6,819.11	1,553.25
Madison	27,906.04	26,360.55	1,545.49
Manatee	35,123.11	30,397.74	4,725.37
Marion	36,367.73	34,520.41	1,847.32
Monroe	13,610.51	10,753.27	2,857.24
Nassau	19,537.65	17,915.41	1,622.24
Orange	57,332.97	54,948.32	2,384.65
Osceola	19,299.84	15,869.62	3,430.22
Palm Beach	41,018.00	37,445.25	3,572.75
Pasco	25,318.36	24,392.93	925.43
Polk	68,115.79	59,283.64	8,832.15
Putnam	24,579.78	22,995.70	1,584.08
St. Johns	39,764.11	33,264.93	6,499.18
St. Lucie	17,159.36	14,619.16	2,540.20
Santa Rosa	24,128.01	21,022.09	3,105.92
Sumter	15,164.06	13,574.04	1,590.02
Suwannee	22,951.84	19,742.97	3,208.87
Taylor	20,239.48	15,092.58	5,146.90
Volusia	57,440.63	54,808.45	2,632.18
Wakulla	6,590.12	5,890.04	700.08
Walton	30,003.42	27,750.55	2,252.87
Washington	24,526.60	22,872.75	1,653.85

TABLE XXIII.—Total Cost of Negro Schools.

1910-1911. Counties.	Total.	Expended on Schools Proper.	Expended On Adminis- tration, Prorated on Enroll- ment.
The State	\$ 274,791.82	\$ 185,544.20	\$ 89,247.62
Alachua	\$ 11,597.23	\$ 7,857.17	\$ 3,740.06
Baker	929.57	604.20	235.37
Bradford	2,527.52	1,516.50	1,011.02
Brevard	2,392.10	1,537.94	854.16
Calhoun	1,461.21	933.00	528.21
Citrus	1,141.60	509.65	631.95
Clay	2,431.89	1,763.87	668.02
Columbia	5,319.08	3,365.75	1,953.33
Dade	6,089.37	2,884.52	3,204.85
DeSoto	2,402.00	1,994.23	407.77
Duval	40,498.00	25,503.25	14,994.75
Escambia	18,310.27	13,165.99	5,144.28
Franklin	2,828.17	2,115.64	712.53
Gadsden	4,613.08	3,217.65	1,395.43
Hamilton	2,253.18	1,494.25	758.93
Hernando	2,372.50	1,336.85	1,035.65
Hillshoro	18,925.16	9,258.82	9,666.34
Holmes	412.06	280.00	132.06
Jackson	8,282.44	6,819.17	1,463.27
Jefferson	5,823.15	3,571.20	2,251.95
Lafayette	1,303.95	946.06	357.89
Lake	2,784.95	2,011.00	773.95
Lee	735.90	429.82	306.08
Leon	15,478.13	8,226.39	7,251.74
Levy	3,727.58	2,617.75	1,109.83
Liberty	2,146.44	1,192.10	954.34
Madison	4,488.58	2,623.07	1,865.51
Manatee	1,174.38	540.00	634.38
Marion	17,410.68	14,398.41	3,012.27
Monroe	8,625.74	7,468.59	1,157.15
Nassau	6,373.34	4,757.25	1,616.09
Orange	8,177.58	6,737.25	1,440.33
Osceola	1,165.97	568.50	597.47
Palm Beach	4,980.97	2,867.26	2,113.71
Pasco	1,091.35	866.11	225.24
Polk	9,039.46	7,086.75	1,952.71
Putnam	7,555.73	5,762.75	1,792.98
St. Johns	7,097.23	3,994.74	3,102.49
St. Lucie	1,726.69	1,297.63	429.06
Santa Rosa	2,021.11	1,310.00	711.11
Sumter	3,042.63	2,119.54	923.09
Suwannee	5,443.54	3,456.03	1,987.51
Taylor	1,394.34	533.70	860.64
Volusia	7,973.07	6,488.16	1,484.91
Wakulla	2,411.55	1,757.14	654.41
Walton	1,671.51	1,238.75	432.76
Washington	5,139.84	4,429.80	710.04

TABLE XXIV.—Per Capita Cost of Schools. (a) Of Total Population. (b) Of Youth of School Age. (c) Of Pupils Enrolled.

1910-1911. Counties.	Per Capita of Total Population.	Per Youth School Age.			Per Pupil Enrolled		
		Both Races	White	Negro	Both Races	White	Negro
The State	\$ 2.43	\$ 8.55	\$12.50	\$ 2.87	\$13.33	\$18.34	\$ 4.92
Alachua	\$ 1.98	\$ 6.25	\$12.40	\$ 1.71	\$10.06	\$17.80	\$ 3.02
Baker	2.25	7.10	8.28	2.08	10.14	10.57	6.84
Bradford	1.60	4.86	5.94	1.87	7.78	9.30	3.21
Brevard	4.64	17.90	21.92	6.74	24.39	30.66	8.60
Calhoun	1.73	6.78	7.93	2.99	8.42	9.44	4.40
Citrus	2.59	12.04	17.46	2.03	18.53	22.54	4.84
Clay	2.88	9.05	12.40	3.20	15.91	18.31	8.36
Columbia	1.33	4.12	7.26	1.55	6.18	9.96	2.52
Dade	6.31	35.12	44.52	9.51	39.74	49.08	11.60
DeSoto	3.84	13.94	15.01	5.17	17.93	18.77	8.67
Duval	2.70	8.04	14.49	2.70	22.47	30.55	10.30
Escambia	2.79	9.95	13.54	4.24	17.23	21.41	8.65
Franklin	2.04	8.88	10.28	6.26	14.66	18.72	8.78
Gadsden	1.25	5.64	13.73	1.32	6.50	15.32	1.54
Hamilton	1.60	4.66	8.02	1.06	8.35	12.27	2.31
Hernando	2.80	10.76	1.69	3.62	15.75	22.57	5.99
Hillshoro	2.70	11.67	13.30	4.91	21.16	23.68	9.68
Holmes	1.54	5.01	5.24	1.66	7.39	7.55	3.78
Jackson	1.07	3.18	4.79	1.53	4.18	6.46	1.96
Jefferson	1.37	4.98	17.64	1.44	6.31	21.17	1.87
Lafayette	3.18	8.87	9.85	3.31	13.67	14.91	5.61
Lake	2.77	10.95	14.90	3.13	15.62	19.03	5.84
Lee	3.52	16.12	17.37	4.91	19.71	21.15	6.24
Leon	3.45	9.12	37.89	2.38	13.43	53.10	3.55
Levy	2.10	8.51	11.53	3.54	10.92	14.57	4.65
Liberty	2.18	7.12	9.79	3.45	11.74	15.09	6.29
Madison	1.76	5.25	10.20	1.31	6.67	12.62	1.68
Manatee	3.48	11.70	15.26	1.46	17.54	19.25	4.75
Marion	1.83	6.19	11.93	3.09	8.57	15.25	4.48
Monroe .....	.95	3.69	3.15	5.04	11.61	9.49	15.63
Nassau	2.26	10.26	13.86	5.70	12.35	16.97	6.73
Orange	3.14	12.82	17.66	4.36	16.30	22.81	5.40
Osceola	3.41	11.73	12.70	5.21	16.46	19.32	6.70
Palm Beach	7.56	36.88	54.33	10.12	41.61	59.19	12.15
Pasco	3.23	11.01	14.30	1.74	16.52	19.69	3.49
Polk	2.93	10.36	11.75	5.48	14.21	15.32	9.19
Putnam	2.25	11.23	18.02	5.02	12.58	20.52	5.57
St. Johns	3.25	13.79	18.14	5.88	25.14	31.58	11.81
St. Lucie	4.22	17.82	19.70	9.13	19.77	21.00	12.51
Santa Rosa	1.61	4.52	5.72	1.28	7.96	9.03	3.30
Sumter	2.49	7.09	9.37	3.20	10.98	14.46	5.00
Suwannee	1.39	4.32	6.07	1.95	6.36	8.33	3.19
Taylor	2.79	11.02	14.41	2.49	15.34	16.75	6.90
Volusia	3.63	15.82	22.55	5.02	19.43	26.79	6.57
Wakulla	1.72	4.88	6.97	2.68	6.60	9.35	3.66
Walton	1.76	6.42	7.68	1.63	9.63	10.87	3.15
Washington	1.66	5.76	6.95	3.33	6.83	8.06	3.94

TABLE XXV.—Cost of Schools and County Superintendents. (a) Per Capita Cost of Pupils in Daily Attendance. (b) Cost of County Superintendent. Percentage of Cost of All Teachers. (c) Visits to Schools by County Superintendent.

Counties. 1910-1911.	Cost of Schools per Pupil in Daily Attendance			County Superintendent.			
	Both Races	White	Negro	Per Cent His Cost of All Teachers.	Visits to Schools 1 Hour or More in Length.		
					Both Races	White	Negro
The State ...	\$19.19	\$26.74	\$ 6.93	.043	3,152	2,552	600
Alachua	\$13.85	\$25.86	\$ 4.02	.088	43	35	8
Baker	14.75	15.87	8.08	.123	44	49	5
Bradford	12.46	14.77	5.28	.066	64	52	12
Brevard	33.17	43.10	10.82	.063	31	25	6
Calhoun	12.53	14.37	5.99	.086	68	58	10
Citrus	27.08	31.53	5.80	.100	53	47	6
Clay	23.65	29.67	9.85	.084	.....	.....	.....
Columbia	8.89	14.20	3.67	.061	80	59	21
Dade	55.71	68.52	17.15	.051	43	38	5
DeSoto	25.59	27.00	11.44	.040	136	125	11
Duval	31.69	40.09	14.86	.024	186	139	47
Escambia	24.12	30.73	11.52	.046	182	151	31
Franklin	19.22	23.97	11.93	.068	24	18	6
Gadsden	9.15	20.76	2.22	.075	93	61	32
Hamilton	10.28	15.68	2.74	.063	87	87	.....
Hernando	24.07	36.61	8.41	.109	36	36	.....
Hillsboro	27.90	31.15	12.90	.012	145	125	20
Holmes	12.85	13.18	5.97	.085	45	45	.....
Jackson	6.61	10.38	3.05	.051	128	85	43
Jefferson	9.27	36.60	2.60	.067	83	37	46
Lafayette	24.86	28.98	7.33	.089	69	65	4
Lake	25.31	30.76	15.65	.057	57	48	9
Lee	29.83	32.18	9.02	.084	24	22	2
Leon	17.72	79.76	4.55	.053	120	61	59
Levy	15.98	21.92	6.52	.063	72	58	14
Liberty	15.79	20.08	8.62	.082	23	16	7
Madison	10.52	23.48	2.37	.062	67	59	8
Manatee	24.25	26.61	6.63	.044	64	60	4
Marion	12.81	21.39	6.97	.033	73	39	34
Monroe	21.84	17.65	30.87	.102	4	3	1
Nassau	18.53	26.15	9.79	.073	59	45	14
Orange	22.68	31.24	7.77	.033	28	16	12
Osceola	20.80	22.21	10.14	.102	12	12	.....
Palm Beach	53.55	78.28	14.87	.064	25	23	2
Pasco	23.41	28.80	4.38	*	56	52	4
Polk	19.72	21.69	11.70	.030	45	37	8
Putnam	17.68	29.23	7.73	.064	63	41	22
St. Johns	34.10	42.85	15.91	.058	30	27	3
St. Lucie	26.79	28.08	18.37	.082	49	47	2
Santa Rosa	11.26	12.51	5.12	.059	144	131	13
Sumter	15.60	19.87	7.53	.064	44	30	14
Suwannee	9.42	12.54	4.63	.056	92	84	8
Taylor	27.04	32.18	8.15	.102	58	56	2
Volusia	26.19	36.35	8.69	.040	65	60	5
Wakulla	10.32	14.74	5.67	.090	75	56	19
Walton	14.82	16.83	4.71	.052	91	86	5
Washington	10.26	12.23	5.80	.051	72	56	16

*General Co Fund. Paid out of

TABLE XXVI.—Number and Kind of Public School Buildings, and Number of Rooms.

Counties. 1910-1911.	Whole Number.	Public School Buildings.									Number of Rooms.		
		Log.			Frame.			Brick.					
		Total	White.	Negro.	Total	White.	Negro.	Total	White.	Negro.	Total	White.	Negro.
The State ...	2,543	37	28	9	2,441	1,783	658	65	63	2	4,375	3,370	1,005
Alachua	94	...	...	...	88	65	23	6	6	...	172	131	41
Baker	33	...	...	...	33	30	3	...	...	...	46	42	4
Bradford	49	...	...	...	48	36	12	1	1	...	88	75	13
Brevard	29	...	...	...	28	22	6	1	1	...	44	35	9
Calhoun	48	2	1	1	46	36	10	...	...	...	58	47	11
Citrus	23	...	...	...	23	18	5	...	...	...	38	33	5
Clay	35	...	...	...	35	30	5	...	...	...	56	46	10
Columbia	79	...	...	...	78	47	31	1	1	...	109	70	39
Dade	27	...	...	...	24	20	4	3	3	...	65	53	12
*DeSoto	63	...	...	...	62	57	5	1	1	...	119	113	6
Duval	80	...	...	...	70	36	34	10	8	2	289	206	83
Escambia	79	3	1	2	75	52	23	1	1	...	173	132	46
Franklin	6	...	...	...	6	4	2	...	...	...	22	14	8
Gadsden	61	...	...	...	61	26	35	...	...	...	97	61	36
Hamilton	59	...	...	...	59	43	16	...	...	...	72	52	20
Hernando	24	...	...	...	23	16	7	1	1	...	37	26	11
Hillsboro	117	...	...	...	105	85	20	12	12	...	283	242	41
Holmes	49	1	1	...	48	45	3	...	...	...	66	63	3
Jackson	122	4	3	1	116	71	45	2	2	...	177	114	63
Jefferson	59	2	...	2	56	19	37	1	1	...	82	40	42
Lafayette	51	1	1	...	49	45	4	1	1	...	61	57	4
Lake	53	...	...	...	51	40	11	2	2	...	74	62	12
Lee	28	...	...	...	28	27	1	...	...	...	39	37	2
Leon	82	...	...	...	80	38	42	2	2	...	123	73	50
Levy	57	...	...	...	57	43	14	...	...	...	70	54	16
Liberty	17	...	...	...	17	15	2	...	...	...	25	21	4
Madison	60	...	...	...	58	52	6	2	2	...	87	78	9
Manatee	46	...	...	...	45	42	3	1	1	...	81	77	4
Marion	115	...	...	...	114	65	49	1	1	...	176	100	76
Monroe	10	...	...	...	9	8	1	1	1	...	34	26	8
Nassau	60	...	...	...	57	41	16	3	3	...	82	60	22
Orange	59	...	...	...	56	38	18	3	3	...	145	105	40
Osceola	20	...	...	...	18	16	2	2	2	...	40	37	3
Palm Beach	18	...	...	...	16	9	7	2	2	...	46	33	13
Pasco	34	...	...	...	34	33	1	...	...	...	71	69	2
Polk	83	...	...	...	83	70	13	...	...	...	172	142	30
Putnam	56	...	...	...	56	32	24	...	...	...	90	5	35
St. Johns	33	...	...	...	32	24	8	1	1	...	74	57	17
St. Lucie	24	...	...	...	24	21	3	...	...	...	39	35	4
Santa Rosa	94	2	1	1	92	81	11	...	...	...	120	107	13
Sumter	22	...	...	...	21	21	...	1	1	...	60	47	13
Suwannee	93	...	...	...	93	64	29	...	...	...	116	82	34
Taylor	28	2	2	...	25	23	2	1	1	...	54	51	3
Volusia	51	...	...	...	50	34	16	1	1	...	118	90	28
Wakulla	35	...	...	...	35	22	13	...	...	...	42	27	15
Walton	80	13	13	...	67	56	11	...	...	...	112	28	14
Washington ...	98	7	5	2	90	65	25	1	1	...	126	95	31

* Has 2 Stone Buildings.

TABLE XXVII.—Patent Desks and Blackboards in the Schools.

1910-1911. Counties.	Patent Desks in Use.							Good Blackboards (Square Yards).		
	Whole Number.	Single.			Double.			Total	White.	Negro.
		Total	White.	Negro.	Total	White.	Negro.			
The State.	132,471	39,293	36,913	2,380	39,475	30,964	8,511	53,703	44,276	9,427
Alachua ..	6,032	1,108	993	115	2,382	1,654	728	2,542	1,743	799
Baker	1,094	.....	.....	.....	609	547	62	485	425	60
Bradford ..	2,362	616	616	.....	825	825	.....	921	893	28
Brevard ..	1,480	785	741	44	155	89	66	540	526	14
Calhoun ..	1,148	690	690	.....	.....	.....	.....	458	429	29
Citrus	939	34	34	.....	540	447	93	365	340	25
Clay	1,472	155	155	.....	800	677	123	517	302	215
Columbia ..	2,683	240	208	32	1,235	1,105	130	1,208	978	230
Dade	3,300	1,787	1,698	89	70	30	40	1,443	1,392	51
DeSoto	3,707	1,261	1,261	.....	1,169	1,143	26	1,277	1,235	42
Duval	14,934	5,448	5,205	243	3,453	1,565	1,888	6,033	4,310	1,723
Escambia ..	6,356	1,526	1,492	34	2,398	1,637	761	2,432	1,985	447
Franklin ...	651	222	216	6	158	120	38	271	206	65
Gadsden ...	1,315	663	663	.....	60	60	.....	592	477	115
Hamilton ...	1,135	.....	.....	.....	775	775	.....	300	260	.....
Hernando ...	939	277	230	47	273	273	.....	389	308	81
Hillsboro ..	11,580	4,241	4,118	123	3,153	2,663	490	4,186	3,832	354
Holmes	981	380	380	.....	281	281	.....	320	305	15
Jackson	1,627	550	550	.....	257	257	.....	810	736	84
Jefferson ...	1,661	430	215	215	457	437	20	674	437	237
Lafayette ...	1,284	15	15	.....	875	875	.....	394	372	22
Lake	1,601	173	173	.....	730	677	53	698	641	57
Lee	1,211	734	734	.....	166	166	.....	311	308	3
Leon	3,226	942	942	.....	364	89	275	1,920	1,225	695
Levy	1,770	40	40	.....	976	931	45	754	619	135
Liberty	784	481	409	72	149	129	20	154	136	18
Madison	3,380	570	570	.....	1,105	915	190	1,705	1,535	170
Manatee	2,309	618	618	.....	724	619	95	967	937	30
Marion	5,578	1,138	1,018	120	1,834	916	918	2,606	1,825	781
Monroe	1,290	432	432	.....	537	306	231	321	269	52
Nassau	1,320	94	94	.....	740	652	88	486	374	112
Orange	4,723	2,245	2,066	179	709	407	302	1,769	1,349	420
Osceola	1,120	619	619	.....	206	200	6	29	288	7
Palm Bea'h ..	4,067	948	796	152	17	.....	17	3,102	3,015	87
Pasco	1,468	258	258	.....	812	772	40	398	392	6
Polk	5,109	2,292	2,250	42	1,067	991	76	1,750	1,486	264
Putnam	3,284	1,323	954	369	231	199	32	1,730	1,046	684
St. Johns ...	2,727	1,256	1,232	24	240	39	201	1,231	995	236
St. Lucie ...	2,333	748	706	42	159	123	36	1,426	1,416	10
Santa Rosa ..	2,724	.....	.....	.....	1,757	1,748	9	967	916	51
Sumter	1,483	374	355	19	673	465	208	436	345	91
Suwannee ...	2,739	183	157	26	1,677	1,604	73	879	724	155
Taylor	1,344	484	484	.....	474	414	60	386	378	8
Volusia	4,447	2,065	1,703	362	813	459	354	1,569	1,092	477
Wakulla ...	1,154	228	228	.....	519	289	230	407	291	116
Walton	1,465	.....	.....	.....	1,056	1,056	.....	419	394	15
Washing'n ..	3,235	620	595	25	1,815	1,328	487	800	689	111

TABLE XXVIII.—Value of Public School Property.
PART II.—Real Estate Owned by County Boards.

1910-1911. Counties.	Total.	Value of Lots.		
		Total	White	Negro.
The State	\$2,804,822	\$ 553,211	\$ 496,908	\$ 56,303
Alachua	\$ 173,295	\$ 44,445	\$ 43,850	\$ 595
Baker	12,530	465	400	65
Bradford	15,027	2,585	2,425	160
Brevard	29,411	4,010	3,835	175
Calhoun	12,485	2,400	2,400	.....
Citrus	30,585	2,235	1,915	320
Clay	17,920	1,920	1,565	355
Columbia	75,295	6,010	4,770	1,240
Dade	94,590	39,140	38,310	830
DeSoto	78,820	8,765	8,465	300
Duval	394,350	105,500	99,410	6,090
Escambia	184,126	45,870	39,170	6,700
Franklin	13,000	3,400	2,600	800
Gadsden	20,265	5,815	5,815	.....
Hamilton	16,345	3,695	3,695	.....
Hernando	16,440	1,640	1,320	320
Hillsboro	236,940	42,990	35,020	7,970
Holmes	9,299	844	809	35
Jackson	38,465	1,690	1,680	10
Jefferson	15,885	1,265	1,105	160
Lafayette	24,865	1,060	970	90
Lake	32,120	3,400	3,135	265
Lee	17,010	6,285	5,985	300
Leon	93,080	8,560	6,390	2,170
Levy	18,900	650	560	90
Liberty	8,985	315	295	20
Madison	43,625	6,575	5,480	1,095
Manatee	52,625	12,725	12,525	200
Marion	72,022	9,902	7,352	2,550
Monroe	92,850	39,600	31,600	8,000
Nassau	30,095	2,270	1,420	850
Orange	123,408	26,483	21,265	5,218
Osceola	37,670	2,895	2,870	25
Palm Beach	75,195	9,825	8,900	925
Pasco	26,125	4,825	4,760	65
Polk	95,405	15,332	14,587	745
Putnam	36,425	10,910	9,700	1,210
St. Johns	128,715	23,215	20,975	2,240
St. Lucie	24,674	4,175	3,725	450
Santa Rosa	37,375	4,025	3,875	150
Sumter	27,885	2,130	1,950	180
Suwannee	38,410	2,520	2,235	285
Taylor	29,025	1,725	1,615	110
Volusia	76,000	19,200	16,800	2,400
Wakulla	12,145	620	455	165
Walton	47,665	7,420	7,420	.....
Washington	17,450	1,885	1,505	380

TABLE XXVIII.—Value of Public School Property.
PART II.—(Continued)—Real Estate Owned by County Boards.

1910-1911. Counties.	Value of Buildings.		
	Total	White	Negro
The State	\$2,251,611	\$2,067,356	\$ 184,255
Alachua	\$ 128,850	\$ 109,400	\$ 19,450
Baker	12,065	11,165	900
Bradford	12,442	12,050	392
Brevard	25,401	22,701	2,700
Calhoun	10,085	10,085	.....
Citrus	28,350	25,950	2,400
Clay	16,000	12,425	3,575
Columbia	69,285	64,400	4,885
Dade	55,450	54,650	800
DeSoto	70,055	68,980	1,075
Duval	288,850	265,850	23,000
Escambia	138,256	119,056	19,200
Franklin	9,600	7,300	2,300
Gadsden	14,450	14,450	.....
Hamilton	12,650	12,650	.....
Hernando	14,800	13,125	1,675
Hillsboro	193,950	186,220	7,730
Holmes	8,455	8,185	270
Jackson	36,775	36,650	125
Jefferson	14,620	13,020	1,600
Lafayette	23,805	23,005	800
Lake	28,720	26,800	1,920
Lee	10,725	10,575	150
Leon	84,520	68,960	15,560
Levy	18,250	15,950	2,300
Liberty	8,670	8,170	500
Madison	37,050	34,850	2,200
Manatee	39,900	39,500	400
Marion	62,120	45,075	17,045
Monroe	53,250	48,750	4,500
Nassau	27,825	25,225	2,600
Orange	96,925	93,925	3,000
Osceola	34,775	34,275	500
Palm Beach	65,370	63,650	1,720
Pasco	21,300	20,800	500
Polk	80,073	76,505	3,568
Putnam	25,515	18,250	7,265
St. Johns	105,500	99,450	6,050
St. Lucie	20,499	19,299	1,200
Santa Rosa	33,350	33,000	350
Sumter	25,755	24,650	1,105
Suwannee	35,890	31,800	4,090
Taylor	27,300	26,200	1,100
Volusia	56,800	47,100	9,700
Wakulla	11,525	9,200	2,325
Walton	40,245	40,245	.....
Washington	15,565	13,835	1,730

TABLE XXVIII.—Value of Public School Property.

PART III.—Furniture and Apparatus Owned by County Boards.

1910-1911. Counties.	Value of Furniture.				Value of Apparatus.		
	Total	Total	White	Negro	Total	White	Negro
The State	\$372,836	\$304,568	\$270,762	\$33,806	\$68,268	\$62,382	\$5,886
Alachua	15,401	13,641	10,732	2,909	1,760	1,645	115
Baker	2,670	2,470	2,330	240	200	190	10
Bradford	9,780	8,415	8,310	105	1,365	1,365	.....
Brevard	4,313	3,648	3,413	235	665	665	.....
Calhoun	2,604	2,335	2,330	5	269	269	.....
Citrus	5,335	4,175	3,825	350	1,160	1,115	45
Clay	4,687	4,237	3,745	492	450	435	15
Columbia	8,830	6,730	5,835	895	2,100	1,650	450
Dade	8,930	6,515	6,325	190	2,415	2,045	370
DeSoto	10,031	7,407	7,342	65	2,614	2,599	25
Duval	30,405	28,120	23,101	5,020	2,285	1,975	310
Escambia	23,210	18,944	16,339	2,605	4,266	4,116	150
Franklin	2,656	2,441	2,168	273	215	215	.....
Gadsden	4,350	3,700	3,700	.....	650	650	.....
Hamilton	4,800	4,430	4,430	.....	370	370	.....
Hernando	3,250	2,350	2,090	260	900	780	120
Hillsboro	27,284	21,654	20,519	1,135	5,630	5,517	113
Holmes	2,446	2,282	2,282	.....	164	164	.....
Jackson	2,852	2,562	2,517	45	290	270	20
Jefferson	4,481	3,538	2,495	1,043	943	653	290
Lafayette	3,995	3,961	3,904	57	34	34	.....
Lake	4,525	4,140	3,760	380	385	385	.....
Lee	2,855	2,075	2,040	35	280	275	5
Leon	8,746	7,645	5,675	1,970	1,101	656	445
Levy	4,840	2,790	2,605	185	2,050	1,935	115
Liberty	2,470	2,111	1,911	200	359	349	10
Madison	9,700	7,230	6,355	875	2,470	2,250	220
Manatee	9,055	6,960	6,760	200	2,095	2,063	30
Marion	12,018	8,493	5,758	2,735	3,525	2,415	1,110
Monroe	4,435	3,835	3,135	700	600	600	.....
Nassau	3,130	2,555	2,310	245	575	485	90
Orange	17,232	11,815	10,215	1,600	5,417	5,185	232
Osceola	5,811	5,211	5,196	15	600	600	.....
Palm Beach	5,812	3,790	3,345	445	2,022	2,005	17
Pasco	4,326	3,379	3,279	100	947	940	7
Polk	17,372	14,460	13,677	783	2,912	2,789	123
Putnam	4,233	3,066	2,221	845	1,167	1,088	79
St. Johns	9,699	7,289	5,919	1,370	2,410	2,197	213
St. Lucie	3,659	3,099	2,824	275	560	540	20
Santa Rosa	12,390	10,710	10,470	240	1,680	1,630	50
Sumter	3,958	3,319	2,890	429	639	545	94
Suwannee	8,103	6,435	5,635	800	1,668	1,490	178
Taylor	5,400	4,630	4,330	300	770	745	25
Volusia	15,785	12,590	10,500	2,090	3,193	2,735	460
Wakulla	2,380	2,090	1,800	290	290	215	75
Walton	6,078	5,497	5,477	20	581	576	5
Washington	7,014	5,799	5,044	755	1,215	975	240

TABLE XXVIII.—Total Value of All Public School Property.

PART IV.—Real Estate, Furniture and Apparatus.

1910-1911. Counties.	Total	Real Estate.		Owned by County Boards.	
		Not Owned by County Boards.	Owned by County Boards.	Furniture.	Apparatus.
The State ..	\$3,525,223.00	\$351,925.00	\$2,800,322.00	\$ 304,703.00	\$ 68,273.00
Alachua ...	\$ 199,591.00	\$ 10,895.00	\$ 173,295.00	\$ 12,641.00	\$ 1,760.00
Baker	15,200.00	.....	12,530.00	2,470.00	200.00
Bradford ...	33,407.00	8,600.00	15,027.00	8,415.00	1,365.00
Brevard ...	33,724.00	.....	29,411.00	3,648.00	665.00
Calhoun ...	16,934.00	1,705.00	12,485.00	2,470.00	274.00
Citrus	35,920.00	.....	30,585.00	4,175.00	1,160.00
Clay	22,842.00	235.00	17,920.00	4,237.00	40.00
Columbia ...	84,970.00	845.00	75,295.00	6,730.00	2,700.00
Dade	104,880.00	1,260.00	94,590.00	6,515.00	2,415.00
DeSoto	88,851.00	.....	78,800.00	7,407.00	2,624.00
Duval	503,375.00	78,620.00	394,350.00	28,120.00	2,285.00
Escambia ...	210,606.00	3,270.00	184,126.00	18,944.00	4,266.00
Franklin ...	15,656.00	.....	13,000.00	2,441.00	215.00
Gadsden ...	30,851.00	6,236.00	20,265.00	3,709.00	60.00
Hamilton ...	32,225.00	11,080.00	16,345.00	4,430.00	370.00
Hernando ...	20,360.00	170.00	16,940.00	2,350.00	900.00
Hillsboro ...	340,124.00	80,900.00	231,900.00	21,654.00	5,670.00
Holmes	11,745.00	.....	9,299.00	2,280.00	164.00
Jackson ...	45,432.00	4,115.00	38,465.00	2,562.00	291.00
Jefferson ...	34,833.00	14,467.00	15,885.00	3,538.00	943.00
Lafayette ...	30,194.00	1,334.00	24,865.00	3,961.00	34.00
Lake	37,595.00	950.00	32,120.00	4,140.00	385.00
Lee	20,100.00	735.00	17,010.00	2,075.00	280.00
Leon	103,886.00	2,060.00	93,080.00	7,645.00	1,101.00
Levy	26,020.00	2,280.00	18,900.00	2,790.00	2,050.00
Liberty	11,455.00	.....	8,985.00	2,111.00	359.00
Madison ...	53,325.00	.....	43,625.00	7,230.00	2,470.00
Manatee ...	61,680.00	.....	52,625.00	6,960.00	2,095.00
Marion ...	84,040.00	.....	72,022.00	5,493.00	3,525.00
Monroe ...	117,455.00	20,170.00	92,850.00	5,835.00	600.00
Nassau ...	33,653.00	428.00	30,095.00	2,555.00	575.00
Orange	141,715.00	1,075.00	123,408.00	11,815.00	5,417.00
Osceola ...	43,646.00	165.00	37,670.00	5,211.00	670.00
Palm Beach ..	81,007.00	.....	75,195.00	5,790.00	2,022.00
Pasco	31,066.00	615.00	26,125.00	3,379.00	947.00
Polk	112,777.00	.....	95,405.00	14,460.00	2,912.00
Putnam ...	50,728.00	10,070.00	36,425.00	3,066.00	1,167.00
St. Johns ...	138,414.00	.....	128,715.00	7,289.00	2,410.00
St. Lucie ...	28,333.00	.....	24,674.00	3,099.00	560.00
Santa Rosa ...	54,450.00	4,685.00	37,375.00	10,710.00	1,680.00
Sumter ...	32,153.00	310.00	27,885.00	3,319.00	639.00
Suwannee ...	46,693.00	180.00	38,410.00	6,435.00	1,668.00
Taylor ...	34,540.00	115.00	29,025.00	4,630.00	770.00
Volusia ...	152,785.00	61,000.00	76,000.00	12,590.00	3,195.00
Wakulla ...	14,525.00	.....	12,145.00	2,090.00	290.00
Walton ...	58,778.00	5,035.00	47,665.00	5,497.00	581.00
Washingt'n ..	42,684.00	18,220.00	17,450.00	5,799.00	1,215.00

CHAPTER X.

STATISTICAL REPORTS OF COUNTY SUPERINTENDENTS FOR 1911-1912, TABULATED.

The following tables are for the scholastic year 1911-1912, and are based on the Annual Reports of County Superintendents for the period beginning July 1st, 1911, and ending June 30, 1912.

No pains or labor have been spared by this Department in the preparation of these statistics, and it is confidently believed that they are entirely true and correct according to the Annual Reports on which they are based.

By a close study of the figures here presented, the careful student of educational conditions will find much of interest. By a comparison of the totals for the State with statistics from other States, it will be seen that we are keeping well abreast with the general educational progress of the country, but it will further be seen that we have much yet to accomplish along educational lines. It is to be regretted that such differences exist between the several counties of the State. School officials should make careful note of all points wherein their respective counties may be laggard and strive by every possible means to bring their local school conditions up to the highest standard.

TABLE I.—Number of Schools and Average Length of Term in Days.

1911-1912. Counties.	No. of Schools.			Av. Length of Term.		
	Total	White	Negro	Total	White	Negro
The State	2,707	1,004	803	109	114	97
Alachua	110	70	40	100	123	74
Baker	33	29	4	79	79	85
Bradford	56	45	11	107	106	110
Brevard	27	20	7	118	130	83
Calhoun	48	37	11	99	101	98
Citrus	25	20	5	122	132	80
Clay	34	20	5	111	115	88
Columbia	77	48	29	77	81	72
Dade	35	27	8	112	111	114
DeSoto	69	65	4	103	105	90
Duval	77	44	33	142	144	142
Escambia	81	54	27	104	112	96
Franklin	8	6	2	137	133	150
Gadsden	67	29	38	80	107	64
Hamilton	59	44	15	91	100	66
Hernando	26	19	7	127	134	109
Hillsboro	91	72	19	142	146	125
Holmes	55	50	5	83	84	64
Jackson	126	79	47	84	87	79
Jefferson	58	20	38	141	136	91
Lafayette	51	46	5	95	96	92
Lake	52	39	13	119	123	110
Lee	34	33	1	119	119	120
Leon	78	34	44	97	116	82
Levy	56	42	14	121	122	116
Liberty	23	16	7	87	100	57
Madison	92	54	38	82	106	47
Manatee	46	42	4	114	114	100
Marion	111	64	47	113	122	100
Monroe	8	7	1	120	117	160
Nassau	57	41	16	101	100	104
Orange	65	41	24	122	129	111
Osceola	23	21	2	135	121	160
Palm Beach	20	13	7	145	157	122
Pasco	39	32	7	120	127	91
Pinellas	25	21	4	125	131	96
Polk	91	76	15	104	106	103
Putnam	82	24	58	108	121	88
Santa Rosa	93	81	12	106	108	95
St. Johns	36	27	9	124	125	120
St. Lucie	28	23	5	118	123	94
Sumter	34	25	9	119	125	100
Suwanee	98	66	32	81	85	73
Taylor	36	34	2	98	99	80
Volusia	51	35	16	124	133	93
Wakulla	36	23	13	108	117	91
Walton	82	67	15	83	85	82
Washington	98	70	28	92	91	93

TABLE II.—Enrollment of Pupils by Race and Sex.

1911-1912. Counties.	Enrollment.						
	Both Races	White	Negro	White Males	White Females	Negro Males	Negro Females
The State	157,161	99,517	57,044	50,890	49,127	25,786	31,858
Alachua	7,159	3,704	3,455	1,809	1,835	1,527	1,928
Baker	1,268	1,062	206	561	501	91	115
Bradford	3,244	2,498	746	1,316	1,182	353	393
Brevard	1,003	720	283	356	304	135	148
Calhoun	1,741	1,326	415	661	665	176	239
Citrus	1,121	870	251	438	432	121	130
Clay	1,225	943	282	499	444	135	147
Columbia	4,161	2,006	2,155	1,024	982	972	1,183
Dade	2,835	2,200	635	1,086	1,114	309	326
DeSoto	3,467	3,301	166	1,715	1,586	79	87
Duval	11,285	6,617	4,668	3,295	3,322	1,666	3,002
Escambia	6,636	4,448	2,188	2,184	2,264	942	1,246
Franklin	806	480	326	205	275	120	206
Gadsden	4,516	1,686	2,830	844	842	1,240	1,581
Hamilton	2,438	1,476	962	730	746	422	540
Hernando	1,217	793	424	386	407	198	226
Hillsboro	8,793	7,226	1,567	3,596	3,630	703	864
Holmes	2,800	2,643	157	1,369	1,274	70	87
Jackson	7,712	4,073	3,639	2,111	1,962	1,733	1,906
Jefferson	3,848	912	2,936	472	440	1,416	1,520
Lafayette	1,790	1,573	217	803	770	101	116
Lake	1,990	1,390	600	692	698	286	314
Lee	1,380	1,251	129	615	636	66	63
Leon	6,731	1,185	5,546	611	574	2,540	3,006
Levy	2,160	1,344	816	692	652	373	443
Liberty	900	606	294	295	311	148	146
Madison	4,782	2,267	2,515	1,145	1,122	1,174	1,341
Manatee	2,357	2,023	334	1,021	1,002	158	176
Marion	6,690	2,684	4,006	1,403	1,281	1,806	2,200
Monroe	1,889	1,405	484	709	696	213	271
Nassau	2,147	1,200	947	596	604	305	552
Orange	4,270	2,636	1,634	1,331	1,305	735	899
Osceola	1,474	1,275	199	617	658	98	101
Palm Beach	1,323	805	518	400	405	239	279
Pasco	1,620	1,363	257	672	691	119	138
Pinellas	2,888	2,333	555	1,133	1,200	264	291
Polk	5,752	4,698	1,054	2,357	2,341	497	557
Putnam	2,806	1,373	1,433	688	685	629	804
Santo Rosa	3,473	2,869	604	1,465	1,404	279	325
St. Johns	2,039	1,395	644	710	685	283	361
St. Lucie	1,062	895	167	467	428	74	93
Sumter	1,813	1,238	575	665	573	275	300
Suwannee	4,702	2,805	1,897	1,465	1,340	846	1,051
Taylor	1,352	1,162	190	610	552	90	100
Volusia	3,392	2,160	1,232	1,062	1,098	567	665
Wakulla	1,403	710	693	360	350	300	393
Walton	3,216	2,720	496	1,426	1,294	219	277
Washington	4,485	3,168	1,317	1,663	1,505	595	722

TABLE III.—(a) Average Daily Attendance of Pupils.
(b) Percentage of Enrollment in Daily Attendance.

1911-1912. Counties.	Average Daily Attendance.								Per-centage		
	Both Races	White	Negro	White Males	White Females	Negro Males	Negro Females		Both	White	Negro
The State..	110,364	69,252	41,112	34,281	34,971	18,565	22,547		70	70	71
Alachua ..	5,376	2,786	2,590	1,372	1,414	1,130	1,460		75	75	75
Baker	1,005	852	153	445	407	77	76		79	80	74
Bradford ..	2,069	1,587	482	842	745	225	257		64	64	64
Brevard ..	769	561	208	271	290	109	99		77	78	73
Calhoun ..	1,130	843	287	404	439	121	166		65	64	69
Citrus	938	724	214	353	371	99	115		83	83	85
Clay	826	603	223	303	300	107	116		67	64	79
Columbia ..	2,915	1,376	1,539	687	689	688	851		70	69	71
Dade	2,041	1,598	443	797	801	209	234		72	73	70
DeSoto	2,507	2,390	117	1,180	1,210	54	63		72	72	70
Duval	7,688	4,967	2,721	2,393	2,574	1,215	1,508		68	75	58
Escambia..	4,776	3,085	1,691	1,469	1,616	697	994		72	69	77
Franklin ..	543	363	180	161	202	81	99		68	76	55
Gadsden ..	3,181	1,217	1,964	598	619	860	1,104		70	72	69
Hamilton ..	2,068	1,220	848	603	617	370	478		85	83	88
Hernando ..	777	507	270	245	262	119	151		64	64	64
Hillsboro ..	6,854	5,616	1,238	2,767	2,840	558	680		78	78	79
Holmes	1,645	1,534	111	768	766	48	63		59	58	71
Jackson ..	4,900	2,507	2,483	1,294	1,213	1,190	1,293		65	62	68
Jefferson ..	2,779	567	2,212	273	294	1,054	1,158		72	62	75
Lafayette ..	963	809	154	411	398	72	82		54	51	71
Lake	1,327	953	374	475	478	177	197		67	69	62
Lee	935	848	87	405	443	50	37		68	68	67
Leon	5,377	820	4,557	414	406	2,105	2,452		80	69	82
Levy	1,441	972	469	484	488	213	256		67	72	57
Liberty ...	667	443	224	212	231	110	114		74	73	76
Madison ...	3,135	1,302	1,833	623	679	844	989		66	57	73
Manatee ..	1,755	1,509	246	744	765	120	126		74	75	74
Marion ...	4,477	1,868	2,609	954	914	1,155	1,454		67	70	65
Monroe	1,114	820	294	407	413	128	166		58	58	61
Nassau	1,416	782	634	387	395	257	377		66	65	67
Orange	3,159	2,042	1,117	1,018	1,024	501	616		74	77	68
Osceola ...	1,089	965	124	451	514	61	63		74	76	63
Palm Beach	989	596	393	283	313	184	209		75	74	76
Pasco	1,140	939	201	453	481	91	110		70	69	78
Pinellas ...	2,092	1,683	409	804	879	191	218		72	72	74
Polk	4,241	3,380	861	1,656	1,724	402	459		74	72	82
Putnam ...	1,995	954	1,041	482	472	452	589		71	69	73
Santa Rosa	2,274	1,878	396	943	935	180	216		65	65	66
St. Johns..	1,524	1,018	506	506	512	213	298		75	73	79
St. Lucie...	794	655	139	332	323	62	77		75	73	83
Sumter ...	1,247	864	383	448	416	182	201		69	70	67
Suwannee ..	3,114	1,832	1,282	928	904	557	725		66	65	68
Taylor	808	653	155	353	300	73	82		60	56	82
Volusia ...	2,515	1,605	910	765	840	393	517		74	74	74
Wakulla ...	930	466	464	232	234	200	264		66	66	67
Walton	2,050	1,690	360	855	835	158	202		64	62	73
Wash'ton .	2,919	2,003	916	1,026	977	423	493		65	63	70

TABLE IV.—Aggregate Number of Days Schooling Given.

Counties. 1911-1912.	Total	White	Negro
The State	13,489,575	9,140,444	4,349,131
Alachua	611,014	392,004	219,010
Baker	95,424	82,985	12,439
Bradford	315,795	269,738	46,057
Brevard	99,296	82,028	17,268
Calhoun	128,994	102,323	26,671
Citrus	115,140	98,020	17,120
Clay	101,563	77,929	23,634
Columbia	273,488	146,737	126,751
Dade	282,461	222,460	60,001
DeSoto	315,275	303,943	11,332
Duval	1,146,959	734,510	412,449
Escambia	652,626	451,345	201,281
Franklin	83,718	56,073	27,645
Gadsden	285,865	147,330	138,535
Hamilton	200,893	140,879	60,014
Hernando	109,154	76,335	32,819
Hillsboro	1,332,484	845,549	486,935
Holmes	155,235	147,429	7,806
Jackson	438,951	240,694	198,257
Jefferson	253,837	72,649	181,188
Lafayette	102,642	87,922	14,720
Lake	170,351	126,805	43,546
Lee	128,751	118,314	10,437
Leon	514,498	116,319	398,179
Levy	164,806	112,672	52,134
Liberty	63,660	49,083	14,577
Madison	267,909	176,060	91,849
Manatee	232,267	207,731	24,536
Marion	544,600	256,131	288,469
Monroe	170,112	123,122	46,990
Nassau	162,847	86,287	76,560
Orange	448,730	308,287	140,443
Osceola	158,551	142,966	15,585
Palm Beach	143,134	94,975	48,159
Pasco	147,320	127,794	19,526
Pinellas	279,157	255,467	23,690
Polk	546,512	452,209	94,303
Putnam	242,989	131,855	111,134
Santa Rosa	239,727	202,828	36,899
St. Johns	222,472	150,275	72,197
St. Lucie	106,606	91,188	15,418
Sumter	153,157	116,424	36,733
Suwannee	247,151	161,460	85,691
Taylor	84,787	72,358	12,429
Volusia	350,032	241,481	108,551
Wakulla	97,000	54,580	42,420
Walton	192,358	162,949	29,409
Washington	309,277	221,942	87,335

TABLE V.—Educational Status of Pupils Enrolled.
PART I.—Chart and First Reader Grades.

1911-1912. Counties.	Chart.			First Reader.		
	Total	White	Negro	Total	White	Negro
The State	21,077	8,088	12,989	28,114	15,630	12,484
Alachua	1,261	331	930	1,177	469	708
Baker	268	230	38	257	158	99
Bradford	575	378	197	491	371	120
Brevard	18	18	.....	154	97	57
Calhoun	284	160	124	294	190	104
Citrus	144	78	66	178	108	70
Clay	222	136	86	155	124	31
Columbia	726	112	614	722	319	403
Dade	352	144	208	441	356	85
DeSoto	364	323	41	474	439	35
Duval	1,003	157	846	1,959	1,357	602
Escambia	349	212	137	1,398	844	554
Franklin	86	33	53	137	81	56
Gadsden	766	121	645	930	246	684
Hamilton	334	129	205	497	271	226
Hernando	205	92	113	155	81	74
Hillsboro .....	.....	.....	.....	2,606	1,868	738
Holmes	401	359	42	530	473	57
Jackson	1,116	459	657	1,727	680	1,047
Jefferson	489	64	425	777	136	641
Lafayette	328	255	73	260	212	48
Lake	285	108	177	282	177	105
Lee	158	121	37	196	172	24
Leon	1,456	115	1,341	1,324	175	1,149
Levy	326	136	190	358	174	184
Liberty	184	85	99	149	87	62
Madison	957	174	783	829	292	537
Manatee	277	178	99	360	281	79
Marion	1,322	223	1,099	1,295	362	933
Monroe	475	322	153	401	305	96
Nassau	416	159	257	373	176	197
Orange	413	103	310	684	336	348
Osceola	100	28	72	41	25	16
Palm Beach	84	12	72	192	95	97
Pasco	204	139	65	195	129	66
Pinellas	246	118	128	455	316	139
Polk	645	391	254	783	587	196
Putnam	475	136	339	376	156	220
Santa Rosa	370	242	128	756	595	161
St. Johns	153	69	84	356	213	143
St. Lucie	127	83	44	145	111	34
Sumter	267	119	148	295	177	118
Suwannee	1,066	344	722	691	394	297
Taylor	239	165	74	246	207	39
Volusia	428	138	290	521	298	223
Wakulla	199	66	133	287	105	182
Walton	341	250	91	635	490	145
Washington	573	273	300	570	315	255

TABLE V.—Educational Status of Pupils Enrolled.
PART II.—Second and Third Reader Grades.

1911-1912. Counties.	Second Reader.			Third Reader.		
	Total	White	Negro	Total	White	Negro
The State	21,653	12,243	9,410	19,814	11,887	7,927
Alachua	986	478	508	897	385	512
Baker	155	130	25	149	126	23
Bradford	452	320	132	458	333	125
Brevard	132	88	44	164	122	42
Calhoun	240	167	73	204	137	67
Citrus	158	107	51	142	106	36
Clay	134	83	51	138	104	34
Columbia	539	226	313	453	210	243
Dade	346	259	87	361	273	88
DeSoto	346	327	19	377	345	32
Duval	1,639	1,005	634	1,471	930	541
Escambia	1,122	652	470	1,022	642	380
Franklin	126	68	58	128	70	58
Gadsden	649	178	471	542	171	371
Hamilton	328	160	168	313	177	136
Hernando	150	71	79	143	95	48
Hillsboro	1,290	1,056	234	1,101	881	220
Holmes	406	389	17	337	326	11
Jackson	1,084	490	594	949	479	470
Jefferson	707	105	602	509	104	405
Lafayette	229	195	34	198	178	20
Lake	216	141	75	211	142	69
Lee	178	162	16	156	137	19
Leon	1,032	119	913	915	107	808
Levy	329	168	161	286	160	126
Liberty	135	74	61	102	71	31
Madison	777	281	496	643	275	368
Manatee	262	227	35	281	241	40
Marion	961	306	655	769	285	484
Monroe	223	165	58	278	222	56
Nassau	294	156	138	314	169	145
Orange	569	290	279	585	333	252
Osceola	50	21	29	41	13	28
Palm Beach	209	110	99	195	105	90
Pasco	197	144	53	168	136	32
Pinellas	338	278	65	365	261	104
Polk	693	510	183	717	561	156
Putnam	414	139	275	318	141	177
Santa Rosa	917	412	105	572	467	105
St. Johns	347	213	134	274	188	86
St. Lucie	88	74	14	130	106	24
Sumter	237	148	89	231	156	75
Suwannee	538	304	234	481	295	186
Taylor	182	157	25	159	141	18
Volusia	420	256	164	429	229	200
Wakulla	201	89	112	165	62	103
Walton	439	378	61	409	346	63
Washington	589	372	217	504	344	160

TABLE V.—Educational Status of Pupils Enrolled.
PART III.—Fourth and Fifth Reader and Higher Grades.

1911-1912. Counties.	Fourth Reader.			Fifth Reader.			Higher Branches.		
	Total	White	Negro	Total	White	Negro	Total	White	Negro
The State.	18,567	12,357	6,210	15,752	11,441	4,311	29,846	26,454	3,392
Alachua ..	809	453	356	669	437	232	1,360	1,151	209
Baker	134	122	12	177	168	9	128	128	.....
Bradford ..	438	343	95	343	288	55	514	492	22
Brevard ..	151	104	47	95	66	29	251	225	26
Calhoun ..	181	155	26	118	97	21	420	420	.....
Citrus	139	111	28	85	85	.....	265	265	.....
Clay	145	117	28	168	130	38	264	250	14
Columbia ..	528	275	253	487	289	198	706	575	131
Dade	335	272	63	298	252	46	692	634	58
DeSoto ...	453	426	27	431	420	11	982	981	1
Duval	1,299	859	440	993	694	299	2,021	1,615	406
Escambia ..	832	579	253	658	491	167	1,255	1,028	227
Franklin ..	74	51	23	90	44	46	165	133	32
Gadsden ...	550	214	336	395	203	192	684	553	131
Hamilton ..	287	182	105	262	195	67	417	362	55
Hernando ..	123	89	34	112	81	31	329	284	45
Hillsboro ..	999	856	143	901	794	107	1,896	1,771	125
Holmes ...	324	304	20	298	290	8	504	502	2
Jackson ..	863	450	413	688	349	339	1,285	1,166	119
Jefferson ..	491	98	393	391	110	281	401	295	106
Lafayette ..	232	211	21	243	222	21	300	300	.....
Lake	251	182	69	207	158	49	538	482	56
Lee	170	149	21	195	185	10	327	325	2
Leon	722	144	578	641	126	515	641	399	242
Levy	298	197	101	212	158	54	401	351	50
Liberty ...	88	66	22	85	69	16	157	154	3
Madison ..	499	279	220	359	279	80	718	687	31
Manatee ..	335	282	53	285	265	20	557	549	8
Marion ...	753	356	397	515	278	237	1,073	872	201
Monroe	154	113	41	97	79	18	261	199	62
Nassau ...	249	164	85	181	141	40	320	235	85
Orange ...	522	306	216	340	257	83	1,157	1,011	146
Osceola ...	47	21	26	32	21	11	48	31	17
P. Beach ..	170	101	69	141	94	47	332	288	44
Pasco	200	179	21	162	146	16	519	515	4
Pinellas ..	338	286	52	276	239	37	870	840	30
Polk	709	600	109	729	641	88	1,476	1,408	68
Putnam ...	360	184	176	296	160	136	567	457	110
Santa Rosa ..	539	477	62	456	421	35	323	315	8
St. Johns ..	213	146	67	214	163	51	482	403	79
St. Lucie ..	141	125	16	131	117	14	300	279	21
Sumter ...	218	150	68	190	145	45	375	343	32
Suwannee ..	536	344	192	513	373	140	877	751	126
Taylor	183	166	17	152	139	13	191	187	4
Volusia ...	361	237	124	368	251	117	852	738	114
Wakulla ...	187	101	86	151	110	41	213	177	36
Walton	365	334	31	409	344	65	608	578	30
Wash'ton ..	572	397	175	513	377	136	824	750	74

TABLE VI.—(a) Number of Teachers' Positions Filled.
(b) Number of Different Teachers Employed.

1911-1912. Counties.	Teachers' Posi- tions Filled.			Different Teachers Employed.							
	Both Races	White	Negro	Both Races	White	Negro	White Males	White Females	Negro Males	Negro Females	
The State ..	4,865	3,689	1,176	4,284	3,281	1,003	734	2,547	232	771	
Alachua ...	210	148	62	171	132	39	29	103	10	29	
Baker	44	39	5	35	30	5	11	19	2	3	
Bradford ..	92	79	13	87	76	11	21	55	4	7	
Brevard	42	33	9	40	33	7	4	29	2	5	
Calhoun	71	60	11	58	48	10	16	32	4	6	
Citrus	35	30	5	35	30	5	4	26	2	3	
Clay	59	49	10	52	42	10	6	36	2	8	
Columbia ..	104	67	37	85	57	28	14	43	6	22	
Dade	103	84	19	94	78	16	12	66	2	14	
DeSoto	137	132	5	130	125	5	45	80	2	3	
Duval	302	199	103	289	196	93	12	184	11	82	
Escambia ...	214	161	53	178	132	46	15	117	8	38	
Franklin	26	18	8	26	18	8	2	16	1	7	
Gadsden	89	62	27	86	58	28	12	46	6	22	
Hamilton ..	121	98	23	80	65	15	11	54	3	12	
Hernando	40	30	10	38	29	9	4	25	2	7	
Hillsboro ...	285	240	45	218	185	33	33	152	4	29	
Holmes	81	76	5	68	64	4	32	32	1	3	
Jackson	203	121	82	157	93	64	36	57	27	37	
Jefferson	81	38	43	81	38	43	8	30	26	17	
Lafayette ..	91	84	7	71	66	5	15	51	2	3	
Lake	83	66	17	77	64	13	14	50	3	10	
Lee	50	48	2	50	48	2	14	34	1	1	
Leon	109	54	55	98	49	49	7	42	8	41	
Levy	68	52	16	69	52	17	13	39	9	8	
Liberty	32	24	8	27	19	8	4	15	1	7	
Madison	110	68	42	93	65	28	22	43	12	16	
Manatee	86	80	6	84	78	6	15	63	2	4	
Marion	181	106	75	164	100	64	21	79	10	54	
Monroe	38	30	8	38	30	8	3	27	1	7	
Nassau	71	49	22	65	45	20	9	36	2	18	
Orange	153	107	46	148	105	43	9	96	4	39	
Osceola	45	41	4	45	41	4	6	35	2	2	
P. Beach ..	51	36	15	51	36	15	6	30	2	13	
Pasco	64	55	9	60	52	8	13	39	2	6	
Pinellas	71	59	12	71	59	12	7	52	3	9	
Polk	194	162	32	192	161	31	35	126	2	29	
Putnam	100	63	37	88	58	30	11	47	1	29	
Santa Rosa..	111	98	13	94	84	10	35	49	4	6	
St. Johns...	74	56	18	71	54	17	7	47	3	14	
St. Lucie...	47	40	7	41	37	4	13	24	1	3	
Sumter	59	46	13	59	46	13	11	35	5	8	
Suwannee ...	174	131	43	127	89	38	27	62	7	31	
Taylor	62	59	3	46	44	2	24	20	1	1	
Volusia	116	87	29	109	86	23	14	72	4	19	
Wakulla	42	27	15	39	27	12	4	23	7	5	
Walton	113	98	15	83	68	15	23	45	2	13	
Wash'ton ..	131	99	32	116	89	27	25	64	6	21	

TABLE VII.—Grades of Certificates Held by Teachers Employed.

1911-1912. Counties.	Total	1st Grade			2d Grade			3d Grade			All Others.		
		Total	White	Negro	Total	White	Negro	Total	White	Negro	Total	White	Negro
The State ..	4,345	1,039	938	101	1,677	1,242	435	932	546	386	697	627	70
Alachua ..	171	44	40	4	73	54	19	33	19	14	21	19	2
Baker	35	6	5	1	12	9	3	16	15	1	1	1	..
Bradford ..	86	13	13	..	30	24	6	25	23	2	18	15	3
Brevard ..	40	18	13	5	12	11	1	5	4	1	5	5	..
Calhoun	59	13	13	..	31	26	5	13	8	5	2	2	..
Citrus	35	17	17	..	9	9	..	6	1	5	3	3	..
Clay	53	13	12	1	26	18	8	8	7	1	6	6	..
Columbia ..	86	31	27	4	33	18	15	18	9	9	4	3	1
Dade	95	18	17	1	23	16	7	10	6	4	44	40	4
DeSoto	118	50	48	2	44	43	1	14	12	2	10	10	..
Duval	294	40	32	8	93	66	27	61	19	42	100	87	13
Escambia ..	178	22	18	4	77	58	19	38	16	22	41	40	1
Franklin ..	26	10	9	1	11	6	5	4	2	2	1	1	..
Gadsden ..	86	15	15	..	31	26	5	32	11	21	8	6	2
Hamilton ..	80	24	21	3	40	29	11	14	13	1	2	2	..
Hernando ..	40	17	15	2	14	7	7	1	1	..	8	7	1
Hillsboro ..	254	59	53	6	81	61	20	32	25	7	82	82	..
Holmes	68	11	10	1	32	32	..	22	19	3	3	3	..
Jackson	157	40	37	3	56	39	17	38	9	29	23	8	15
Jefferson ..	81	13	13	..	26	16	10	29	2	27	13	7	6
Lafayette ..	71	22	21	1	36	33	3	13	12	1	..	..	..
Lake	83	22	20	2	34	29	7	19	11	8	8	8	..
Lee	50	12	11	1	18	18	..	10	9	1	10	10	..
Lee	98	19	18	1	35	17	18	29	9	20	15	5	10
Levy	69	19	16	3	29	18	11	18	16	2	3	3	..
Liberty	27	9	8	1	11	8	3	7	3	4	..	..	..
Madison	93	28	22	6	35	24	11	22	13	9	8	6	2
Manatee	84	26	25	1	40	35	5	5	5	..	13	13	..
Marion	166	39	33	6	48	31	17	53	23	30	26	26	..
Monroe	49	17	16	1	18	15	3	4	2	2	10	8	2
Nassau	65	9	7	2	29	20	9	19	11	8	8	7	1
Orange	135	29	27	2	44	24	20	40	22	18	22	19	3
Osceola	45	10	10	..	21	17	4	6	6	..	8	8	..
P. Beach ..	51	9	9	..	24	14	10	8	3	5	10	10	..
Pasco	61	27	27	..	18	14	4	10	6	4	6	6	..
Pinellas ..	71	8	6	2	27	20	7	10	7	3	26	26	..
Polk	207	69	62	7	64	51	13	28	19	9	46	42	4
Putnam	85	15	12	3	46	27	19	16	11	5	8	8	..
Santa Rosa ..	94	12	11	1	48	44	4	32	27	5	2	2	..
St. Johns ..	71	17	15	2	32	20	12	12	9	3	10	10	..
St. Lucie ..	41	9	8	1	18	17	1	5	3	2	9	9	..
Sumter	59	21	20	1	20	14	6	13	7	6	5	5	..
Suwannee ..	127	31	25	6	66	39	27	19	14	5	11	11	..
Taylor	46	16	15	1	15	15	..	10	9	1	5	5	..
Volusia	110	28	26	2	48	33	15	12	5	7	22	22	..
Wakulla	38	10	8	2	12	9	3	15	9	6	1	1	..
Walton	91	14	14	..	35	31	4	38	28	10	4	4	..
Wash'ton ..	116	18	18	..	52	39	13	40	26	14	6	6	..

TABLE VIII.—Result of Uniform Examinations.

1911-1912. Counties.	Total Number of Examinees.	Failed to Pass		Number and Grade of Certificates Issued.											
				White.						Negro.					
				1st Grade.		2d Grade.		3d Grade.		1st Grade.		2d Grade.		3d Grade.	
		White	Negro	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
The State ..	2,003	206	249	82	211	106	383	86	340	10	10	22	84	32	182
Alachua	60	13	11	2	7	2	9	...	11	...	...	1	...	4	...
Baker	15	...	...	2	1	...	...	6	1	3	...	...	...	8	...
Bradford	20	2	1	2	2	2	5	...	5	...	...	...	...	1	...
Brevard	6	...	...	...	4	...	...	...	2	...	...	...	...	...	...
Calhoun	25	...	...	1	2	5	4	...	13	...	...	...	...	...	...
Citrus	20	1	...	...	5	1	8	...	5	...	...	...	...	...	...
*Clay	30	4	1	1	3	1	8	4	7	...	...	...	...	1	...
Columbia	25	6	3	4	3	...	2	1	1	...	1	1	1	2	...
Dade	25	...	3	1	9	1	6	...	5	...	...	...	...	...	...
DeSoto	44	8	...	4	7	3	10	2	10	...	...	...	...	...	...
Duval	84	3	17	1	7	...	14	1	17	1	...	2	4	17	...
Escambia	73	8	14	...	2	1	16	3	14	...	1	4	...	10	...
Franklin	26	...	...	1	3	2	6	1	...	...	...	4	...	9	...
Gadsden	39	5	8	1	...	2	4	...	9	...	...	6	...	4	...
Hamilton	28	4	2	...	4	1	4	2	10	...	1	...	...	...	...
Hernando	8	...	1	...	3	...	1	...	...	...	1	1	...	1	...
Hillsboro	101	4	9	9	5	6	22	...	24	...	...	5	2	15	...
Molmes	50	11	...	3	2	7	10	6	11	...	...	...	...	...	...
Jackson	105	11	56	1	2	5	2	6	12	...	...	...	6	4	...
Jefferson	38	1	5	...	7	2	2	1	...	1	4	2	9	4	...
Lafayette	4	...	...	1	1	...	1	...	1	...	...	...	...	...	...
Lake	28	3	...	2	2	2	11	...	6	...	1	...	...	1	...
Lee	26	2	2	2	4	...	10	2	4	...	...	...	...	...	...
Leon	81	4	13	...	7	1	14	1	16	...	...	7	1	17	...
Levy	25	2	6	1	1	1	8	1	3	...	1	...	...	1	...
Liberty	5	...	2	...	...	...	...	...	3	...	...	...	...	...	...
Madison	179	16	10	13	15	25	43	20	37	...	...	...	...	...	...
Manatee	23	4	...	3	4	...	9	1	2	...	...	...	...	...	...
Marion	80	6	8	1	13	4	8	3	6	1	...	1	8	...	21
Monroe	21	...	5	...	3	...	3	...	2	1	...	1	1	5	...
Nassau	28	...	5	...	2	...	7	...	1	...	...	1	1	11	...
Orange	109	9	19	2	11	2	22	2	12	3	...	12	...	15	...
Osceola	44	3	7	3	7	1	11	...	7	...	...	1	...	4	...
Pl. Beach	14	1	...	...	...	1	4	2	2	...	1	...	1	2	...
Pasco	75	5	2	2	16	6	30	2	10	...	...	...	...	2	...
Pinellas	17	2	4	2	...	...	4	1	3	...	...	...	...	1	...
Polk	58	5	4	4	12	4	15	3	5	1	...	...	1	3	...
Putnam	45	13	7	1	4	...	3	...	9	...	...	2	...	6	...
Santa Rosa	43	8	3	4	2	3	5	9	7	...	1	...	...	1	...
St. Johns	29	3	1	...	8	...	1	...	8	...	1	2	...	5	...
St. Lucie	19	2	1	1	1	2	3	...	8	...	...	...	...	1	...
Sumter	13	...	...	1	4	1	4	...	3	...	...	...	...	...	...
Suwannee	73	1	5	3	3	2	10	1	3	2	9	3	2	5	...
Taylor	17	6	...	3	2	2	...	3	1	...	...	...	...	...	...
Volusia	34	6	5	...	5	...	7	...	8	...	...	...	1	2	...
Wakulla	13	...	1	...	...	1	5	...	3	...	1	...	1	1	...
Walton	43	21	...	...	2	3	2	5	8	...	1	...	...	...	...
Washington	36	3	8	...	4	4	4	2	3	...	3	...	1	4	...

*Five temporary.

TABLE IX.—(a) Average Age of Teachers. (b) Average Months' Experience.

1911-1912. Counties.	All Teachers.	Average Age.				All Teachers.	Av. Ex. Months.			
		White.		Negro.			White.		Negro.	
		Males	Females	Male	Female		Male	Female	Male	Female
The State	27	30	25	37	28	41	52	33	101	44
Alachua	27	26	26	39	28	45	36	37	95	64
Baker	25	28	22	34	29	29	39	20	46	37
Bradford	24	25	24	32	21	28	35	21	78	32
Brevard	26	35	24	38	25	35	85	25	52	43
Calhoun	24	21	24	40	22	28	18	19	139	29
Citrus	25	30	24	40	24	40	70	39	20	25
Clay	26	31	24	46	35	32	49	24	91	43
Columbia	26	28	25	30	25	42	61	37	45	39
Dade	28	32	27	37	28	48	65	35	172	77
DeSoto	23	24	22	34	25	51	35	25	60	64
Duval	28	42	26	37	27	62	112	57	92	61
Escambia	34	35	31	36	32	84	93	64	112	66
Franklin	25	25	23	45	28	39	49	26	134	54
Gadsden	25	27	23	41	28	32	37	21	101	35
Hamilton	25	29	24	33	26	27	45	22	61	23
Hernando	28	32	22	50	28	36	61	19	161	46
Hillsboro	30	34	29	39	29	62	76	57	122	62
Holmes	25	28	22	22	22	25	32	19	48	10
Jackson	27	27	25	34	24	44	39	34	98	27
Jefferson	30	26	28	35	26	40	18	48	52	20
Lafayette	24	25	22	39	31	28	25	26	65	55
Lake	29	32	26	55	36	49	45	37	182	76
Lee	27	33	25	26	25	37	51	31	60	18
Leon	29	30	26	48	28	56	94	39	146	49
Levy	25	25	23	32	26	23	28	17	40	24
Liberty	23	30	21	37	27	31	51	15	140	41
Madison	26	24	24	35	27	43	40	27	99	51
Manatee	27	30	26	37	24	39	58	35	59	25
Marion	28	36	24	36	27	47	75	34	90	38
Monroe	27	31	23	47	28	51	82	44	176	47
Nassau	26	26	25	42	27	30	26	22	155	36
Orange	28	40	27	32	27	44	84	43	48	36
Osceola	30	42	28	26	33	49	95	42	19	66
Palm Beach	28	35	28	38	26	51	78	53	93	28
Pasco	26	32	24	36	29	40	61	26	90	61
Pinellas	29	33	28	36	30	45	86	38	117	30
Polk	27	33	24	39	29	46	69	34	144	57
Putnam	28	30	27	39	28	44	47	39	160	46
Santa Rosa	25	23	24	33	34	31	20	28	116	65
St. Johns	28	28	27	31	32	56	36	43	125	97
St. Lucie	29	32	27	43	23	39	33	40	156	20
Sumter	27	28	25	37	28	42	42	30	109	56
Suwannee	25	24	22	30	24	36	27	23	62	33
Taylor	26	27	23	38	49	33	36	22	172	36
Volusia	30	36	28	40	31	53	75	48	82	49
Wakulla	27	23	25	40	26	38	8	18	115	40
Walton	25	25	20	38	22	27	17	35	166	25
Washington	26	32	23	32	25	39	57	25	90	38

TABLE X.—Certain Facts Relative to Teachers Employed.
PART I.

1911-1912. Counties.	Graduates of Normal Schools.				Attendance at Sum- mer Schools.			
	White.		Negro.		White.		Negro.	
	Male	Female	Male	Female	Male	Female	Male	Female
The State	162	458	55	171	144	539	28	114
Alachua	1	8			6	23	1	8
Baker	1				1	3		
Bradford	5	10	1	2	10	20		
Brevard	2	5	2	2		4		
Calhoun	1	2			2	2	1	1
Citrus	4	6			3	18		
Clay	2	5	2	6	2	20		
Columbia	3	8	2	7	1	5	1	3
Dade	8	16	1	5		7		4
DeSoto	4	2			9	18		2
Duval	5	56	3	27		7		5
Escambia	3	8	2	2	1	10	1	4
Franklin	1	3	1	2		1		
Gadsden	1	7		1	1	5		
Hamilton	2	15	1	2	1	6		
Hernando	1	14		2	2	15		2
Hillsboro	17	27			15	61	4	22
Holmes	5	5			4	5		
Jackson		1		1		1		
Jefferson	3	10		3	3	10	2	
Lafayette	2	6			6	9		
Lake	3	6		1	4	10		
Lee		3			2	3	1	
Leon	2	14	2	16		11	2	12
Levy	7	5	3	2	3	20	3	8
Liberty								
Madison	9	8	4	9	4	9		
Manatee	5	24	2	3	3	11		
Marion	4	16	7	29	1	24	2	13
Monroe	2		1		1	22		
Nassau		5	1	2	2	16		2
Orange	1	9				8		
Osceola	1	6				2		
Palm Beach	4	17	1	2		3		
Pasco	2	6			5	18		
Pinellas	5	39	3	7	6	12	2	5
Polk	10	16		8	10	37		4
Putnam	6	4	1	4	2	2		2
Santa Rosa	3	2	1		15	14		
St. Johns	3	5	3		1	6		1
St. Lucie	3	1	1	2	2			1
Sumter	2	4			3	4	2	1
Suwannee	6	13	6	15	2	6	3	4
Taylor	3	1			2	7	1	
Volusia	4	17	1	3	5	33	2	9
Wakulla	2	3	2	1	3	6		1
Walton	3	20	1	5		5		
Washington	1				1			

TABLE X.—(Continued) Certain Facts Relative to Teachers Employed. PART II.

1911-1912. Counties.	Attendance at Teachers' Association.		Subscribers to Educat'l Journals.		Non-Resident Teachers.			
	White	Negro	White	Negro	Of County.		Of State.	
					White	Negro	White	Negro
The State	486	77	1,459	403	639	233	240	12
Alachua	93	.....	88	24	65	18	.....	1
Baker	13	.....	8	.....	1	.....	.....	.....
Bradford	25	.....	70	5	20	2	.....	.....
Brevard	4	.....	18	5	13	3	.....	.....
Calhoun	12	10	12	10	1	9	.....	.....
Citrus	3	.....	17	2	10	5	3	.....
Clay	5	.....	13	6	3	2	3	.....
Columbia	10	4	27	13	13	13	2	.....
Dade	45	.....	36	13	5	.....	16	.....
DeSoto	8	.....	59	3	16	4	3	.....
Duval	14	.....	57	32	9	5	6	.....
Escambia	4	4	103	35	8	3	10	.....
Franklin	1	.....	10	2	9	1	.....	.....
Gadsden	3	.....	39	9	6	3	8	.....
Hamilton	7	.....	26	5	20	4	6	.....
Hernando	4	2	20	4	8	3	5	.....
Hillsboro	11	4	124	20	25	3	22	.....
Holmes	1	.....	12	.....	7	.....	3	.....
Jackson	4	.....	22	1	15	17	4	1
Jefferson	3	.....	10	7	10	1	3	.....
Lafayette	11	.....	32	1	40	4	6	.....
Lake	18	3	32	10	.....	7	2	.....
Lee	3	.....	13	2	15	1	5	.....
Leon	4	3	11	19	6	2	2	1
Levy	12	.....	22	8	11	10	2	.....
Liberty .....	.....	.....	5	.....	12	4	.....	.....
Madison	17	3	29	11	12	10	6	1
Manatee	1	.....	58	1	22	4	7	.....
Marion	30	10	51	36	21	10	10	6
Monroe	1	.....	3	.....	1	1	2	1
Nassau	7	1	9	3	19	.....	2	.....
Orange	3	.....	16	.....	3	.....	10	.....
Osceola	1	.....	3	.....	7	1	4	.....
Palm Beach	11	.....	21	7	9	1	17	.....
Pasco	6	.....	27	.....	5	.....	4	.....
Pinellas	4	1	44	10	4	1	17	.....
Polk	13	5	57	18	25	8	8	1
Putnam	8	4	17	15	3	3	1	.....
Santa Rosa	6	.....	30	5	30	1	4	.....
St. Johns	8	3	20	10	23	8	.....	.....
St. Lucie	2	.....	14	3	14	2	2	.....
Sumter	7	.....	14	6	7	6	.....	.....
Suwannee	10	9	3	3	19	14	12	.....
Taylor	4	.....	23	1	14	.....	3	.....
Volusia	21	11	67	18	12	10	10	.....
Wakulla	3	.....	28	7	10	8	3	.....
Walton	1	.....	26	8	13	14	3	.....
Washington	4	.....	15	5	18	7	4	.....

TABLE XI—Highest and Lowest Monthly Salaries Paid Teachers.

1911-1912. Counties.	Highest.				Lowest.			
	White.		Negro.		White.		Negro.	
	Male	Female	Male	Female	Male	Female	Male	Female
The State	\$300	\$150	\$100	\$ 50	\$ 25	\$ 20	\$ 15	\$ 10
Alachua	\$175	\$ 95	\$ 55	\$ 40	\$ 40	\$ 30	\$ 20	\$ 20
Baker	90	60	50	35	30	30	30	30
Bradford	140	75	40	30	35	30	30	20
Brevard	125	70	45	35	75	40	30	30
Calhoun	100	55	20	20	25	25	20	20
Citrus	125	75	20	20	90	30	20	20
Clay	100	60	60	40	35	35	30	25
Columbia	175	75	50	35	30	30	20	12½
Dade	225	100	55	30	40	40	40	25
DeSoto	150	75	50	30	35	35	45	20
Duval	300	100	90	50	45	30	30	30
Escambia	200	90	75	50	45	40	45	40
Franklin	125	125	60	40	45	25	60	20
Gadsden	200	85	45	25	40	30	22½	20
Hamilton	160	65	40	25	40	40	18½	15
Hernando	125	65	45	30	45	30	35	25
Hillsboro	281½	125	65	50	45	35	40	30
Holmes	100	90	20	22½	35	30	20	20
Jackson	125	75	40	27	30	30	17	17
Jefferson	150	65	35	22	40	40	18	15
Lafayette	125	75	40	35	35	35	30	30
Lake	125	100	45	35	40	35	30	25
Lee	125	70	40	25	40	25	40	25
Leon	187½	75	75	35	30	30	20	20
Levy	100	65	40	35	35	25	25	20
Liberty	85	45	30	25	35	30	30	20
Madison	125	55	45	35	35	35	15	20
Manatee	187½	90	35	30	50	40	30	30
Marion	187½	100	85	40	42	25	25	25
Monroe	150	50	75	50	55	30	75	30
Nassau	125	60	100	45	30	30	40	20
Orange	225	100	80	40	40	25	30	25
Osceola	175	85	40	35	40	35	35	30
Palm Beach	250	90	65	40	55	45	40	30
Pasco	125	75	30	23	45	35	20	20
Pinellas	281½	150	55	37½	55	25	40	30
Polk	187½	85	70	50	40	40	70	30
Putnam	175	100	65	40	40	40	65	25
Santa Rosa	125	60	40	25	35	35	25	25
St. Johns	150	90	75	35	35	35	20	20
St. Lucie	110	75	50	35	40	20	50	30
Sumter	125	85	35	25	35	30	35	15
Suwannee	200	90	50	30	30	20	20	20
Taylor	125	60	40	35	35	35	40	35
Volusia	187½	90	60	32	50	30	32	32
Wakulla	60	35	30	22½	40	30	20	20
Walton	150	100	40	25	30	30	25	10
Washington	125	80	40	35	30	30	20	20

TABLE XII.—Average Monthly Salaries Paid Teachers.

Counties. 1911-1912.	Average Monthly Salaries.				
	Both Races	White.		Negro.	
		Male	Female	Male	Female
The State	\$ 47.85	\$ 72.40	\$ 48.37	\$ 39.95	\$ 28.12
Alachua	48.50	73.07	50.67	29.20	26.08
Baker	43.62	50.21	40.00	50.00	33.50
Bradford	38.15	68.00	44.60	33.80	26.40
Brevard	55.87	98.75	53.05	45.00	30.76
Calhoun	27.50	31.51	34.01	20.00	20.00
Citrus	45.07	101.67	51.87	20.00	20.00
Clay	46.10	56.80	46.20	55.60	31.00
Columbia	42.55	67.99	47.04	26.52	22.47
Dade	59.01	96.82	58.94	46.33	20.60
DeSoto	55.10	67.10	50.81	47.50	25.00
Duval	50.32	113.68	53.58	52.31	32.05
Escambia	58.25	82.00	54.00	52.50	44.50
Franklin	46.00	85.00	48.00	60.00	27.00
Gadsden	47.21	82.99	49.84	28.16	22.66
Hamilton	44.96	83.43	43.90	27.86	19.42
Hernando	49.29	72.05	49.75	39.28	28.28
Hillsboro	64.39	100.42	59.18	48.57	36.05
Holmes	44.91	53.00	43.00	20.00	21.00
Jackson	39.60	55.56	45.32	25.16	21.74
Jefferson	39.85	78.37	48.50	20.03	18.31
Lafayette	47.15	56.12	46.22	37.33	33.08
Lake	44.91	57.91	50.19	35.06	29.11
Lee	56.80	70.43	52.68	40.00	25.00
Leon	41.00	91.45	44.43	39.74	26.60
Levy	45.50	66.53	46.15	30.00	25.62
Liberty	41.71	17.40	38.31	30.00	22.50
Madison	42.19	56.19	40.80	25.22	24.35
Manatee	54.34	83.73	48.91	32.50	30.00
Marion	45.57	70.19	50.08	50.85	29.66
Monroe	47.00	86.00	41.00	75.00	37.00
Nassau	43.07	51.50	41.54	70.00	28.50
Orange	54.63	112.13	56.27	60.79	33.00
Osceola	53.93	71.00	50.00	33.00	37.00
Palm Beach	66.27	118.33	69.83	52.50	36.16
Pasco	51.00	69.00	49.00	25.00	20.00
Pinellas	67.28	118.03	60.00	45.33	36.00
Polk	59.00	85.00	53.00	70.00	40.00
Putnam	46.26	72.68	50.54	65.00	28.10
Santa Rosa	43.52	49.99	42.15	28.97	26.33
St. Johns	40.30	68.20	40.60	45.54	24.60
St. Lucie	52.00	59.00	57.00	48.00	31.00
Sumter	49.52	73.77	47.22	33.00	23.58
Suwannee	36.00	47.00	41.00	31.00	25.00
Taylor	49.10	65.48	47.43	40.00	35.00
Volusia	58.04	90.64	57.57	46.14	35.02
Wakulla	28.18	46.90	35.91	22.50	20.28
Walton	46.00	51.00	50.00	31.00	23.00
Washington	40.50	51.41	41.48	26.50	28.50

TABLE XIII.—Aggregate Salaries Paid Teachers.

1911-1912. Counties.	Total	White.		Negro.	
		Male	Female	Male	Female
The State.....	\$1,309,816.76	\$312,687.48	\$819,835.99	\$ 47,918.05	\$129,375.24
Alachua	53,452.35	11,961.85	34,481.75	2,633.00	4,375.75
Baker	8,551.25	3,276.25	4,440.00	500.00	335.00
Bradford	23,515.00	7,478.50	14,291.50	675.00	1,070.00
Brevard	14,917.00	3,160.00	10,505.00	360.00	892.00
Calhoun	11,364.75	4,026.50	6,333.25	445.00	560.00
Citrus	5,890.00	2,745.00	2,745.00	160.00	240.00
Clay	12,771.00	2,721.25	8,452.00	390.00	1,207.75
Columbia	19,807.75	5,275.50	11,195.00	782.50	2,554.75
Dade	39,483.50	7,165.00	29,097.25	695.00	2,526.25
DeSoto	41,686.90	16,895.90	23,981.00	475.00	335.00
Duval	109,407.34	10,800.00	74,840.25	4,908.75	18,858.34
Escambia	63,463.60	8,422.80	42,270.60	2,770.00	10,000.20
Franklin	9,292.75	1,360.00	5,957.75	480.00	1,495.00
Gadsden	22,455.25	5,685.00	13,478.25	986.00	2,306.00
Hamilton	16,146.75	3,700.00	11,243.00	335.75	878.00
Hernando	13,141.75	2,990.00	8,575.00	343.75	1,233.00
Hillsboro	108,969.38	24,414.38	75,547.25	1,690.00	7,317.75
Holmes	15,220.45	8,214.00	6,676.45	120.00	210.00
Jackson	33,644.00	10,882.50	15,471.00	3,517.30	3,773.20
Jefferson	16,221.50	3,840.00	9,070.00	2,103.00	1,208.50
Lafayette	13,525.35	3,224.25	9,311.10	560.00	430.00
Lake	22,104.00	5,000.00	14,407.00	810.25	1,886.75
Lee	18,414.25	6,480.00	11,544.25	240.00	150.00
Leon	23,341.50	3,475.00	12,775.00	1,828.00	5,263.50
Levy	19,423.50	5,640.00	11,017.50	1,555.00	1,211.00
Liberty	6,274.00	1,685.00	3,989.00	150.00	450.00
Madison	21,140.25	8,482.00	10,153.50	1,092.25	1,412.50
Manatee	29,571.75	8,273.00	20,463.75	325.00	510.00
Marion	47,201.30	8,224.55	25,299.75	3,292.50	10,384.50
Monroe	12,536.00	2,590.00	7,269.00	500.00	2,077.00
Nassau	16,405.00	2,982.50	8,957.50	1,120.00	3,345.00
Orange	52,872.50	7,877.50	35,902.50	1,155.00	7,937.50
Osceola	16,153.50	2,711.25	12,552.25	500.00	390.00
Palm Beach.....	25,296.00	5,510.25	16,265.75	630.00	2,891.00
Pasco	19,539.00	5,883.50	12,965.50	370.00	310.00
Pinellas	18,706.59	4,152.50	13,679.09	280.00	595.00
Polk	66,908.75	17,608.25	41,965.50	840.00	6,491.00
Putnam	26,380.00	5,160.00	15,530.00	520.00	5,170.00
Santa Rosa.....	26,233.00	10,967.25	13,635.75	637.50	992.50
St. Johns	21,167.50	3,210.00	14,397.50	1,000.00	2,560.00
St. Lucie	13,714.00	4,808.50	7,779.50	572.00	554.00
Sumter	17,568.75	5,518.00	10,392.00	825.00	833.75
Suwannee	23,192.50	6,688.75	12,830.00	780.00	2,903.75
Taylor	11,956.00	7,029.25	4,466.75	320.00	140.00
Volusia	43,451.75	9,240.50	28,741.25	1,338.00	4,132.00
Wakulla	7,271.00	985.00	4,848.50	900.00	537.50
Walton	23,662.75	7,440.25	14,741.50	389.00	1,045.00
Washington	26,404.00	6,826.00	15,268.00	927.50	3,382.50

TABLE XIV.—Taxation for Schools in 1911.

PART I.—Assessed Valuation of Property; Total School Taxes Paid; One Mill State Tax.

1911-1912. Counties.	Assessed Valuation of Prop- erty, 1911.	Total School Taxes of 1911. Collected.	One Mill Tax of 1911.			
			Assessed.	Collected.	Per Cent. Collected.	Ret. Co for each \$1 paid
The State.....	\$196,714,060	\$1,540,527.80	\$196,714.87	\$151,439.63	77	\$1.43
Alachua.....	6,728,446	57,793.67	6,728.44	5,259.61	78	\$1.74
Baker.....	1,556,156	10,160.94	1,556.15	1,025.61	66	1.31
Bradford.....	2,703,714	31,496.50	2,705.03	2,980.23	110	1.14
Brevard.....	2,500,000	25,871.22	2,500.00	2,230.94	92	.54
Calhoun.....	1,813,124	15,485.15	1,813.12	1,489.82	82	1.30
Citrus.....	1,748,986	17,343.56	1,748.99	1,518.48	87	.87
Clay.....	1,763,830	16,260.24	1,763.83	1,513.90	86	1.61
Columbia.....	2,951,076	25,519.87	2,951.08	2,529.09	86	1.96
Dade.....	5,558,590	45,575.05	5,558.59	4,088.06	74	.63
DeSoto.....	5,226,072	54,145.10	5,226.07	4,751.05	91	.84
Duval.....	22,591,424	134,941.67	22,591.42	16,046.83	71	.75
Escambia.....	11,877,751	50,403.56	11,877.75	5,966.67	52	1.33
Franklin.....	1,260,754	4,536.87	1,260.75	419.63	33	1.42
Gadsden.....	2,158,554	17,464.91	2,158.55	1,690.17	78	3.38
Hamilton.....	1,989,088	16,738.59	1,989.09	1,701.48	86	2.03
Hernando.....	1,457,312	15,509.34	1,457.31	1,384.18	95	.79
Hillsboro.....	17,055,870	116,870.99	17,055.87	9,936.51	58	1.43
Holmes.....	1,688,640	16,073.52	1,688.64	1,426.35	84	1.82
Jackson.....	3,876,338	25,073.28	3,876.33	2,759.16	71	3.29
Jefferson.....	2,358,907	15,923.08	2,358.91	1,665.35	71	2.89
Lafayette.....	2,376,752	20,819.46	2,376.75	1,985.93	84	1.15
Lake.....	3,183,908	33,119.91	3,183.90	3,116.60	98	.63
Lee.....	2,684,302	27,826.80	2,684.30	2,600.84	96	.54
Leon.....	3,416,000	19,086.70	3,416.00	1,991.54	58	3.56
Levy.....	2,914,310	28,217.23	2,914.31	3,204.44	110	.80
Liberty.....	1,313,046	10,042.42	1,313.04	1,189.64	91	.96
Madison.....	2,886,758	21,659.94	2,886.75	2,367.16	82	2.23
Manatee.....	3,370,917	19,769.30	3,370.92	1,777.26	53	1.45
Marion.....	6,438,081	54,107.91	6,438.03	5,070.77	93	1.42
Monroe.....	2,676,800	15,556.83	2,676.80	1,556.48	58	1.13
Nassau.....	2,715,409	13,415.26	2,715.00	1,488.50	55	1.62
Orange.....	6,744,138	67,638.33	6,744.15	6,351.21	93	.79
Osceola.....	3,340,802	27,971.84	3,340.80	3,011.70	90	.57
Palm Beach.....	6,927,767	63,925.51	6,927.77	5,825.17	84	.25
Pasco.....	2,378,186	23,444.38	2,378.19	2,072.00	87	.94
*Pinellas.....	3,546,130	24,850.72	3,546.13	2,130.69	60	.....
Polk.....	6,545,160	71,982.53	6,545.16	6,933.62	106	.97
Putnam.....	3,102,793	31,512.54	3,102.79	3,031.72	98	1.03
Santa Rosa.....	4,684,496	13,373.90	4,684.49	1,497.80	32	2.67
St. Johns.....	3,855,819	29,744.78	3,855.81	3,594.10	93	.66
St. Lucie.....	2,746,748	29,720.61	2,746.74	2,720.07	99	.58
Sumter.....	2,058,745	29,057.75	2,058.74	2,559.87	124	.78
Suwannee.....	2,788,180	24,058.06	2,788.18	2,283.90	82	2.15
Taylor.....	2,358,200	20,018.33	2,358.20	2,053.53	87	.67
Volusia.....	6,444,864	64,027.10	6,444.86	6,376.76	99	.67
Wakulla.....	945,615	3,066.72	945.51	264.80	28	5.66
Walton.....	3,554,400	14,661.16	3,554.40	1,502.48	42	2.44
Washington.....	2,851,130	24,664.87	2,851.13	2,536.83	89	1.96

*—New County. No report required until July 1, 1912.

TABLE XIV.—Taxation for Schools in 1911.
PART II.—County School Tax.

1911-1912. Counties.	No Mills Levied.	Assessed.	Collected.	Per Cent. Collected.	Delinquent Taxes Paid.
The State	7	\$1,374,811.58	\$1,057,052.09	77	\$ 271,179.82
Alachua	7	\$ 47,099.12	\$ 36,817.27	78	\$ 8,986.81
Baker	7	10,893.09	7,179.24	66	273.71
Bradford	7	18,925.99	20,861.96	112	4,839.93
Brevard	7	17,500.00	16,036.61	92	5,965.15
Calhoun	7	12,691.86	10,428.79	82	249.49
Citrus	7	12,242.90	10,629.36	87	129.65
Clay	7	12,346.81	10,597.32	86	2,491.60
Columbia	7	20,657.53	17,703.67	86	1,471.61
Dade	7	38,910.13	28,616.39	74	5,786.02
DeSoto	7	36,582.50	33,257.35	91	2,751.71
Duval	7	158,139.97	112,327.84	71	32,805.93
Escambia	7	83,144.26	41,766.89	50	21,918.69
Franklin	7	8,825.28	2,937.41	33	4,102.81
Gadsden	7	15,109.87	11,831.19	78	3,932.80
Hamilton	7	13,923.61	11,910.34	86	506.12
Hernando	7	10,200.18	9,689.26	95	2,717.14
Hillsboro	7	119,391.09	69,555.57	58	48,630.76
Holmes	7	11,820.48	9,984.57	84	674.85
Jackson	7	27,134.71	19,314.12	71	1,845.64
Jefferson	7	16,512.04	11,657.45	71	4,480.15
Lafayette	7	16,637.26	13,901.85	84	2,256.43
Lake	7	22,287.56	21,816.24	98	1,540.01
Lee	7	18,790.11	18,205.90	97	1,495.66
Leon	7	23,912.00	13,940.82	58	10,440.44
Levy	5½	16,028.70	17,624.41	110	311.21
Liberty	7	9,191.32	8,327.53	91	11.61
Madison	7	20,207.30	16,570.24	82	6,350.15
Manatee	8½	28,652.80	15,106.68	53	11,511.63
Marion	7	38,066.57	35,495.38	93	10,117.68
Monroe	7	18,737.61	10,895.35	58	2,666.52
Nassau	7	19,007.86	10,419.53	55	14,711.46
Orange	7	47,209.11	43,758.44	93	9,387.83
Osceola	7	23,385.61	21,081.92	90	2,404.69
Palm Beach	7	48,494.37	40,776.19	84	523.45
Pasco	7	16,647.30	14,504.00	87	705.74
Pinellas	7	24,821.91	14,914.81	60	6.84
Polk	7	45,816.12	48,535.38	106	5,167.83
Putnam	7	21,719.56	21,222.08	98	677.51
Santa Rosa	6½	30,449.22	9,731.75	32	10,698.65
St. Johns	7	26,890.73	25,158.68	93	1,260.54
St. Lucie	7	19,272.36	19,040.53	99	3,411.50
Sumter	7	14,311.51	17,919.11	125	308.09
Suwannee	7	19,517.26	15,980.30	82	2,694.98
Taylor	7	16,507.40	14,374.71	87	3,806.98
Volusia	7	45,114.05	44,651.33	99	727.34
Wakulla	6½	6,145.85	1,721.26	28	2,616.84
Walton	7	24,880.80	10,517.28	42	9,693.03
Washington	7	19,957.91	17,757.84	89	1,114.61

TABLE XIV.—Taxation for Schools in 1911.

PART III.—Poll and District Taxes.

1911-1912. Counties.	Poll Taxes of 1911.			District Taxes.			
	Assessed.	Collected.	Delinquent Taxes Paid.	Number of Districts.	Assessed.	Collected.	Delinquent Taxes Paid.
The State...	\$72,189	\$78,306.79	\$20,175	663	\$340,914.11	\$253,729.29	\$68,499.12
Alachua	\$ 3,295	\$ 2,398.00	\$ 385	38	\$ 16,816.98	\$ 13,318.79	\$ 2,821.96
Baker	382	487.00	.....	6	1,708.55	1,469.09	.....
Bradford	1,299	1,298.00	799	22	6,629.66	6,356.26	1,843.78
Brevard	950	673.00	143	3	7,500.00	6,870.67	.....
Calhoun	1,189	815.00	.....	13	3,274.25	2,751.54	.....
Citrus	671	671.00	304	16	4,938.13	4,524.52	43.79
Clay	719	687.00	127	8	5,239.89	3,462.02	1,138.01
Columbia	1,936	1,434.00	314	8	4,309.55	3,853.11	405.54
Dade	1,304	2,540.00	.....	13	16,424.39	10,330.60	1,185.15
DeSoto	1,113	2,314.00	1,501	35	15,067.55	13,822.70	190.74
Duval	8,698	6,567.00	4,616	.....	.....	.....	.....
Escambia	3,420	2,670.00	396	.....	.....	.....	.....
Franklin	701	535.00	201	1	634.74	644.83	.....
Gadsden	1,500	1,202.00	8	6	3,479.19	2,741.55	949.25
Hamilton	1,503	857.00	206	4	2,777.04	2,269.77	180.27
Hernando	859	603.00	182	11	4,186.49	3,832.90	1,055.46
Hillsboro	3,695	8,393.00	2,304	60	55,557.47	28,983.91	31,653.35
Holmes	1,599	1,383.00	127	28	3,627.21	3,279.60	120.35
Jackson	6,046	3,000.00	657	17	5,639.74	.....	183.70
Jefferson	1,187	996.90	276	2	2,165.12	1,603.38	380.52
Lafayette	856	909.00	199	10	4,907.38	4,022.63	661.26
Lake	1,032	1,050.00	124	29	7,137.59	7,187.07	478.90
Lee	554	1,153.00	208	12	6,147.63	5,867.06	512.00
Leon	1,330	1,418.00	341	1	5,145.00	1,736.34	3,353.11
Levy	1,002	711.80	.....	17	5,885.16	6,676.58	.....
Liberty	491	405.00	188	6	168.09	120.25	.....
Madison	2,035	1,364.00	189	4	1,698.81	1,358.54	605.10
Manatee	1,013	1,519.00	214	39	10,353.81	1,366.36	3,506.79
Marion	3,077	3,395.09	256	34	12,469.15	10,146.67	4,142.92
Monroe	419	3,105.00	.....	.....	.....	.....	.....
Nassau	609	681.00	508	2	2,440.70	826.23	1,454.50
Orange	1,004	2,374.00	537	19	16,565.91	15,254.63	2,301.18
Osceola	416	812.00	223	4	3,817.82	3,065.22	70.02
Palm Beach	592	975.00	355	7	19,456.61	16,349.15	148.66
Pasco	742	725.00	215	29	7,044.13	6,143.38	232.73
Pinellas	754	1,532.00	164	13	10,301.51	6,273.22	2,948.74
Polk	2,407	3,065.00	1,086	29	16,886.81	13,445.53	1,147.57
Putnam	993	1,415.00	191	11	5,901.78	5,843.79	10.87
Santa Rosa	1,740	1,511.00	655	7	1,849.98	633.35	636.67
St. Johns	344	992.00	550	.....	.....	.....	.....
St. Lucie	415	642.00	153	11	7,384.02	7,318.01	1,031.17
Sumter	1,612	1,612.00	.....	13	6,030.06	6,966.77	.....
Suwannee	1,720	1,720.00	92	13	5,024.06	4,074.86	774.79
Taylor	642	219.00	131	18	4,569.25	3,371.09	907.48
Volusia	752	2,078.00	.....	21	11,010.18	10,919.01	.....
Wakulla	825	441.00	406	6	2,110.74	639.66	100.02
Walton	2,000	1,297.00	419	6	3,325.00	1,344.40	1,322.77
Washington	1,847	1,662.00	225	11	3,306.98	2,708.20	.....

TABLE XV.—School Fund Receipts of 1911.
PART I.—Their Sources.

1911-1912. Counties.	Total Re- ceipts, Ex- cept Borrow- ed Money.	¹ Cash from Last Year.	² From County Taxes.	³ From Poll Taxes.	⁴ From District Taxes.
The State.....	\$2,359,679.10	\$316,157.14	\$1,333,311.31	\$98,481.79	\$324,956.93
Alachua	94,303.97	15,846.25	45,804.08	2,783.00	16,140.75
Baker	16,868.95	723.83	11,318.42	487.00	1,469.09
Bradford	42,340.51	990.97	25,701.89	2,097.00	8,200.04
Brevard	31,602.80	152.89	22,001.76	816.00	6,870.67
Calhoun	23,503.75	6,508.58	10,678.28	815.00	2,751.54
Citrus	25,760.14	4,326.92	10,759.01	975.00	4,568.31
Clay	24,459.07	1,655.04	13,088.92	814.00	5,629.46
Columbia	39,675.64	8,217.85	19,176.28	1,748.00	4,258.65
Dade	100,257.78	43,104.90	34,402.41	2,540.00	13,456.03
DeSoto	68,536.12	9,509.13	36,009.06	3,815.00	14,013.44
Duval	171,659.98	96.92	145,133.77	11,183.00	20.04
Escambia	77,273.95	309.55	63,685.58	3,065.00	.....
Franklin	11,601.52	176.25	7,040.22	735.00	644.83
Gadsden	38,399.25	10,358.57	15,763.99	1,210.00	3,690.80
Hamilton	24,204.74	3,894.22	12,416.46	1,063.00	2,450.04
Hernando	22,543.58	2,376.69	12,406.40	785.00	4,888.36
Hillsboro	251,992.31	25,532.81	118,186.33	10,697.00	60,639.25
Holmes	28,472.37	7,683.59	10,575.25	1,510.00	3,399.95
Jackson	54,103.63	14,149.57	21,159.76	3,657.00	193.70
Jefferson	26,771.71	1,213.99	16,137.60	1,272.90	1,993.90
Lafayette	36,531.91	11,665.34	16,158.28	1,108.00	4,683.99
Lake	46,767.53	11,902.88	23,356.30	1,174.00	7,615.97
Lee	40,952.50	9,126.00	19,701.56	1,361.00	6,370.34
Leon	50,868.44	6,076.31	24,381.26	1,759.00	3,089.95
Levy	30,724.79	2,149.73	17,935.62	711.80	6,676.58
Liberty	14,943.91	3,965.12	8,339.14	593.00	120.25
Madison	36,642.60	585.80	22,920.39	1,553.00	1,963.64
Manatee	47,104.17	9,594.95	26,618.31	1,733.00	1,873.15
Marion	76,083.14	2,732.45	45,613.06	3,651.09	14,289.59
Monroe	21,672.14	2,222.31	13,834.13	3,105.00	.....
Nassau	32,516.13	308.75	25,130.99	1,189.00	2,380.73
Orange	87,577.76	7,431.67	53,146.27	2,911.00	17,555.86
Osceola	35,835.69	5,090.35	23,486.61	1,035.00	3,136.24
Palm Beach.....	73,212.16	12,208.85	41,299.64	1,330.00	16,497.81
Pasco	31,207.49	4,882.90	15,209.74	940.00	6,376.11
Pinellas	27,856.61	.....	14,921.65	1,696.00	8,960.45
Polk	98,332.76	17,250.86	53,703.21	4,151.00	14,596.10
Putnam	39,405.29	5,966.25	21,899.54	1,606.00	5,854.66
Santa Rosa.....	29,762.60	386.01	20,430.40	2,166.00	1,270.02
St. Johns.....	21,322.37	57	26,419.22	1,542.00	.....
St. Lucie.....	36,511.45	2,392.29	22,452.03	795.00	8,349.18
Sumter	33,370.49	4,007.13	18,227.20	1,612.00	6,966.77
Suwannee	33,907.56	2,198.24	18,675.28	1,812.00	4,849.65
Taylor	27,767.61	3,155.60	18,181.69	350.00	4,278.57
Volusia	85,147.00	21,057.99	45,378.67	2,078.00	10,919.01
Wakulla	7,989.01	153.99	4,338.10	847.00	739.68
Walton	30,875.78	1,481.82	20,210.31	1,716.00	2,667.17
Washington.	42,458.44	11,304.46	19,298.24	1,887.00	2,708.20

TABLE XV.—School Fund Receipts of 1911.
PART II.—Receipts from Other Sources.

1911-1912. Counties.	From State Apportionment.		7 Tuition Non- Resident Pupils.	8 Examination Fees.	9 Other Sources.
	5 Interest Fund.	6 One Mill Tax.			
The State	\$47,507.88	\$180,162.52	\$9,539.16	\$1,986.00	\$47,576.37
Alachua	\$ 2,400.75	\$ 9,176.20	\$ 529.54	\$ 60.00	\$ 1,563.40
Baker	359.10	1,342.56	.....	15.00	553.95
Bradford	886.05	3,386.68	44.15	20.00	1,013.73
Brevard	323.55	1,236.68	37.00	6.00	158.25
Calhoun	605.80	1,933.28	.....	25.00	286.27
Citrus	346.50	1,324.40	.....	20.00	3,440.00
Clay	374.85	2,442.76	222.14	35.00	196.90
Columbia	1,295.10	4,950.16	.....	25.00	5.00
Dade	676.35	2,585.16	.....	25.00	3,467.93
DeSoto	1,047.15	4,002.44	.....	44.00	95.90
Duval	3,146.85	12,027.96	.....	.....	51.44
Escambia	2,077.20	7,939.52	22.00	73.00	101.10
Franklin	697.32	596.00	.....	42.00	1,068.90
Gadsden	1,493.10	5,706.96	.....	39.00	106.83
Hamilton	902.70	3,450.32	.....	28.00	.....
Hernando	285.30	1,090.48	585.00	8.00	118.35
Hillsboro	3,716.10	14,203.76	3,584.42	101.00	15,331.63
Holmes	678.15	2,592.04	352.00	50.00	1,631.39
Jackson	2,376.00	9,081.60	2,750.00	105.00	641.00
Jefferson	1,258.20	4,809.12	.....	61.00	35.00
Lafayette	421.65	2,276.20	.....	4.00	214.55
Lake	511.65	1,955.64	223.09	28.00	.....
Lee	364.50	1,393.20	.....	26.00	2,600.90
Leon	1,857.15	7,098.44	.....	81.00	4,525.83
Levy	668.25	2,554.20	.....	25.00	3.61
Liberty	299.25	1,143.80	.....	5.00	478.35
Madison	1,386.45	5,299.32	.....	179.00	2,755.00
Manatee	673.65	2,574.84	.....	15.00	1,021.27
Marion	1,889.10	7,220.56	44.00	80.00	563.29
Monroe	458.10	1,750.96	.....	21.00	280.64
Nassau	629.10	2,404.56	.....	28.00	545.00
Orange	1,299.60	4,967.36	97.00	109.00	60.00
Osceola	446.85	1,707.96	.....	44.00	888.68
Palm Beach ..	386.10	1,475.76	.....	14.00	.....
Pasco	507.60	1,940.16	.....	75.00	1,275.98
Pinellas	261.51	.....	.....	17.00	.....
Polk	1,760.40	6,728.64	.....	58.00	84.55
Putnam	818.10	3,126.96	.....	45.00	88.78
Santa Rosa ..	1,045.35	3,995.56	.....	43.00	426.26
St. Johns	618.30	2,363.28	.....	29.00	350.00
St. Lucie	412.65	1,577.24	29.75	28.00	475.31
Sumter	525.15	2,007.24	.....	25.00	.....
Suwannee	1,283.85	4,907.16	.....	83.00	98.38
Taylor	360.00	1,376.00	.....	17.00	48.75
Volusia	1,124.10	4,296.56	.....	34.00	258.67
Wakulla	392.40	1,499.84	.....	13.00	5.00
Walton	960.00	3,670.48	118.00	42.00	10.00
Washington ..	1,300.95	4,972.52	901.07	36.00	50.00

TABLE XVI.—Summary of Expenditures of Public School Funds.
PART I.

1911-1912—Counties.	Total Warrants Drawn.	Warrants for Debts and Borrowed Money.
The State	\$ 2,724,410.54	\$ 2,433,820.83
Alachua	158,991.60	107,124.64
Baker	23,393.33	23,393.33
Bradford	39,849.54	41,349.54
Brevard	25,271.94	29,657.92
Calhoun	17,888.70	15,108.72
Citrus	58,910.20	44,910.20
Clay	32,344.83	31,453.12
Columbia	34,396.87	31,856.39
Dade	133,186.29	91,456.96
DeSoto	73,470.24	73,430.38
Duval	251,746.66	166,395.14
Escambia	127,600.05	149,417.63
Franklin	18,718.69	16,650.67
Gadsden	26,536.32	27,226.10
Hamilton	21,223.66	20,417.02
Hernando	25,433.05	19,558.10
Hillsboro	310,708.05	277,440.06
Holmes	19,540.58	19,310.06
Jackson	41,186.79	40,940.77
Jefferson	23,406.89	23,597.19
Lafayette	25,333.69	25,745.11
Lake	29,255.91	30,682.72
Lee	46,783.82	46,442.38
Leon	40,630.70	68,078.30
Levy	24,560.70	27,973.18
Liberty	13,329.06	9,884.90
Madison	32,961.28	35,396.30
Manatee	118,768.87	82,744.90
Marion	63,718.55	67,489.81
Monroe	26,400.10	21,816.94
Nassau	24,020.93	32,465.65
Orange	74,782.55	74,612.97
Osceola	37,320.13	43,840.72
Palm Beach	74,197.42	58,409.87
Pasco	25,899.05	26,287.30
Pinellas	71,234.24	48,977.84
Polk	179,969.88	138,420.54
Putnam	34,895.67	35,000.51
Santa Rosa	33,832.84	29,106.42
St. Johns	36,372.87	31,240.85
St. Lucie	28,944.27	31,170.36
Sumter	34,824.76	34,751.71
Suwannee	31,805.20	29,520.23
Taylor	18,844.73	23,586.10
Volusia	57,023.34	59,166.98
Wakulla	13,166.22	10,716.52
Walton	30,446.06	29,184.70
Washington	31,274.92	30,413.08

TABLE XVI.—(Continued)—Summary of Expenditures of Public School Funds.
PART II.

1911-1912. Counties.	Total Expenditures.		
	For All Purposes.	For Schools Proper.	For Administ- ration, etc.
The State	\$2,327,394.73	\$2,031,491.71	\$ 295,903.02
Alachua	\$ 158,991.60	\$ 152,996.10	\$ 5,995.50
Baker	23,393.33	11,422.75	11,970.58
Bradford	34,720.36	30,553.93	4,166.43
Brevard	25,271.94	21,634.40	3,637.54
Calhoun	17,888.70	14,887.87	3,000.83
Citrus	38,094.20	32,726.68	5,367.52
Clay	31,013.83	27,206.21	3,807.62
Columbia	26,146.37	22,331.06	3,815.31
Dade	133,186.29	126,321.16	6,865.13
DeSoto	54,470.24	48,158.33	6,311.91
Duval	251,746.66	203,963.89	47,782.77
Escambia	97,900.05	86,700.75	11,199.30
Franklin	12,303.69	10,714.57	1,589.12
Gadsden	26,536.32	24,451.30	2,085.02
Hamilton	21,223.66	18,998.93	2,224.73
Hernando	25,433.05	22,213.89	3,219.16
Hillsboro	227,448.10	189,954.33	37,493.77
Holmes	19,540.58	17,102.71	2,437.87
Jackson	41,186.79	38,315.07	2,871.72
Jefferson	23,406.89	20,850.71	2,556.18
Lafayette	25,333.69	22,723.11	2,610.58
Lake	29,255.91	26,185.88	3,070.03
Lee	46,783.82	41,691.59	5,092.23
Leon	37,230.70	30,852.95	6,377.75
Levy	24,560.70	20,768.46	3,792.24
Liberty	10,409.06	8,410.21	1,998.85
Madison	32,961.28	28,935.08	4,026.20
Manatee	45,018.87	40,219.83	4,799.04
Marion	62,343.55	54,912.28	7,431.27
Monroe	19,900.10	15,736.71	4,163.39
Nassau	24,020.93	20,255.70	3,765.23
Orange	74,782.55	70,737.10	4,045.45
Osceola	25,829.13	21,566.45	4,262.68
Palm Beach	72,045.68	67,124.31	4,921.37
Pasco	25,899.05	24,608.27	1,290.78
Pinellas	29,533.17	25,626.12	3,907.05
Polk	104,969.88	89,860.21	15,109.67
Putnam	34,895.67	31,798.21	3,097.46
Santa Rosa	33,832.84	30,035.31	3,797.53
St. Johns	36,372.87	27,353.15	9,019.72
St. Lucie	28,944.27	25,326.97	3,617.30
Sumter	34,824.76	31,960.64	2,864.12
Suwannee	31,805.20	26,547.05	5,258.15
Taylor	18,844.73	13,988.83	4,855.90
Volusia	57,023.34	51,158.81	5,864.53
Wakulla	9,725.28	7,934.62	1,790.66
Walton	29,070.13	25,147.69	3,922.44
Washington	31,274.92	28,521.53	2,753.39

TABLE XVII.—Expenditures for "Schools" Proper Itemized.

PART I.—Total Salaries of Teachers, Cost of Lots, Etc.

1911-1912. Counties.	Total.	1 Salaries of Teachers.	2 School Lots.	3 New Build- ings.	4 Repairs.
The State.....	\$2,031,491.71	\$1,325,087.36	\$44,261.51	\$381,239.63	\$96,085.98
Alachua	\$ 152,996.10	\$ 53,452.35		\$ 53,772.05	\$40,748.16
Baker	11,471.75	8,551.25		1,720.95	221.75
Bradford	30,553.93	23,515.50		1,622.11	1,793.95
Brevard	21,634.40	14,917.00		1,335.94	2,077.74
Calhoun	14,887.87	11,364.75		2,287.07	427.18
Citrus	32,726.68	12,170.00	900.00	15,803.00	943.98
Clay	27,206.21	12,771.00	35.70	10,998.03	774.25
Columbia	23,331.06	19,807.75		899.88	423.02
Dade	126,321.16	39,483.50	5,022.22	65,460.52	3,449.97
DeSoto	48,158.33	41,685.00	610.34	3,026.91	1,024.14
Duval	203,963.89	118,022.64	6,555.13	49,797.31	6,816.41
Escambia	86,700.75	63,463.60	6,121.00	6,881.51	2,449.73
Franklin	10,714.57	9,292.75		382.09	139.29
Gadsden	24,451.30	22,455.25		270.00	
Hamilton	18,998.93	16,146.75	15.00	2,274.54	286.78
Hernando	22,213.89	13,141.75	31.50	5,873.53	360.05
Hillsboro	189,954.33	108,969.38	8,186.16	49,361.79	7,068.53
Holmes	17,102.71	15,220.45		415.60	487.27
Jackson	38,315.07	33,644.00			1,177.38
Jefferson	20,850.71	16,221.50			469.78
Lafayette	22,723.11	13,525.35	52.09	6,092.61	1,538.72
Lake	26,185.88	22,104.00	100.00	1,078.90	1,704.80
Lee	41,691.59	18,414.25	601.76	17,322.91	1,338.64
Leon	30,852.95	23,341.50	550.00	4.15	883.96
Levy	20,768.46	19,423.50	5.00	384.03	509.67
Liberty	8,410.21	6,274.00		748.07	793.31
Madison	28,935.08	21,140.25		5,124.32	308.12
Manatee	40,219.83	29,797.25	4,710.86	1,380.90	1,305.66
Marion	54,912.28	47,094.60	242.69	2,161.19	1,231.93
Monroe	15,736.71	12,636.00			835.48
Nassau	20,255.70	16,405.00		1,777.73	516.95
Orange	70,737.10	53,102.50			1,665.58
Oswego	21,566.45	16,153.50		206.45	293.15
Palm Beach.....	67,124.31	25,296.00	3,447.16	29,587.54	898.94
Pasco	24,608.27	19,739.00		846.12	690.48
Pinellas	25,626.12	18,706.59	2,000.00	600.00	2,746.68
Polk	89,869.21	66,908.75	600.00	17,175.26	1,651.48
Putnam	31,798.21	26,380.00	1,154.64	931.35	810.02
Santa Rosa.....	30,035.31	26,233.00	3.00	1,824.18	264.67
St. Johns.....	27,853.15	21,167.50	82.35	1,419.91	836.44
St. Lucie.....	25,376.97	13,714.00	3,200.00	4,212.49	408.74
Sumter	31,969.64	17,568.75	35.00	12,517.23	433.71
Suwannee	26,547.05	23,192.50		877.13	99.97
Taylor	13,988.83	11,956.00		551.54	165.75
Volusia	51,158.81	43,578.75		775.97	1,543.28
Wakulla	7,934.63	7,271.00		443.40	109.87
Walton	25,147.69	23,392.75			652.78
Washington	28,521.83	26,404.00		940.47	470.11

TABLE XVII.—Expenditures for "Schools Proper" Itemized.
PART II.—Cost of Furniture, Apparatus, Insurance, Etc.

1911-1912. Counties.	⁵ Furniture.	⁶ Apparatus.	⁷ Insurance.	⁸ Rents.	⁹ Janitors.
The State	\$39,302.78	\$10,225.52	\$14,369.70	\$3,189.72	\$23,664.50
Alachua	\$ 1,027.98	\$ 952.75	\$ 525.85	\$ 720.00	\$ 228.80
Baker	514.20	.....	.....	.....	9.40
Bradford	299.94	220.84	59.00	40.00	200.00
Brevard	460.66	28.88	885.18	.....	138.25
Calhoun	75.63	.....	221.45	.....	.....
Citrus	1,180.90	614.48	276.00	.....	.....
Clay	1,115.13	110.60	354.50	9.00	145.50
Columbia	85.71	140.48	60.00	20.00	240.00
Dade	6,557.19	1,846.18	614.50	30.00	1,384.00
DeSoto	56.85	62.50	49.00	137.00	310.50
Duval	3,855.76	169.72	1,160.40	866.25	6,033.39
Escambia	1,745.54	213.15	484.61	180.00	2,266.00
Franklin	209.12	.....	.....	.....	298.00
Gadsden	100.00	.....	60.00	78.00	.....
Hamilton	50.00	.....	.....	.....	.....
Hernando	1,009.61	130.33	140.00	.....	152.00
Hillsboro	1,408.33	838.57	1,214.20	657.00	3,492.30
Holmes	592.30	130.00	29.74	90.00	.....
Jackson	106.50	160.00	.....	.....	.....
Jefferson	206.03	.....	.....	.....	50.00
Lafayette	346.12	184.88	.....	.....	.....
Lake	194.33	37.86	188.75	.....	161.25
Lee	424.15	211.11	438.75	.....	350.75
Leon	2,869.20	815.31	357.87	211.52	379.75
Levy .....	.....	82.50	.....	6.25	.....
Liberty	494.95	14.60	.....	.....	.....
Madison	229.11	.....	540.07	.....	91.00
Manatee	1,437.94	40.95	.....	.....	427.09
Marion	1,181.81	79.65	1,327.47	.....	319.80
Monroe	362.88	155.84	30.00	.....	1,040.25
Nassau	573.88	.....	218.00	22.50	170.00
Orange	2,019.78	600.00	586.35	32.00	1,119.00
Osceola	1,033.12	.....	24.00	.....	387.00
Palm Beach ...	963.95	46.06	2,113.15	.....	852.00
Pasco	263.70	245.29	88.60	.....	345.80
Pinellas	229.39	342.90	.....	18.00	121.00
Polk	487.71	428.85	398.00	.....	312.50
Putnam	617.90	234.52	122.00	.....	297.50
Santa Rosa ...	483.39	.....	194.97	20.00	80.00
St. Johns	369.93	286.90	217.50	.....	1,083.92
St. Lucie	792.25	322.08	534.85	.....	88.00
Sumter	393.93	90.00	77.00	5.00	.....
Suwannee	297.05	17.50	531.14	.....	200.00
Taylor	102.80	109.05	100.00	.....	56.00
Volusia	1,359.15	200.00	45.00	25.00	677.75
Wakulla .....	.....	9.80	.....	.....	.....
Walton	728.31	45.00	102.00	.....	96.00
Washington	388.67	6.39	.....	22.20	.....

TABLE XVII.—Expenditures for "Schools Proper" Itemized.
PART III.—Cost of Fuel, Free Books, Etc.

1911-1912 Counties.	10 Fuel.	11 Free Books.	12 Transportation of Pupils.	13 School Inci- dentals.
The State	\$ 7,567.44	\$ 5,658.85	\$25,364.72	\$55,524.00
Alathua	\$ 245.91	\$ 26.50	.....	\$ 1,295.95
Baker	7.50	.....	134.75	262.95
Bradford	130.00	156.00	58.75	2,452.84
Brevard	25.75	544.72	1,075.00	145.28
Calhoun .....	.....	119.39	56.00	336.45
Citrus .....	.....	441.22	395.10	.....
Clay	65.85	10.00	547.65	308.95
Columbia	58.00	.....	.....	591.22
Dade .....	.....	.....	291.25	2,181.82
DeSoto	6.50	113.30	26.00	1,047.39
Duval	2,476.38	.....	4,348.80	3,861.70
Escambia	796.36	.....	.....	2,099.25
Franklin	79.30	.....	.....	314.02
Gadsden .....	.....	.....	.....	1,488.05
Hamilton .....	.....	40.90	20.00	184.96
Hernando .....	.....	1,000.29	110.20	264.65
Hillsboro	564.80	216.26	151.25	7,825.76
Holmes .....	.....	18.75	.....	122.60
Jackson .....	.....	.....	.....	3,217.19
Jefferson .....	.....	17.63	3,702.53	183.24
Lafayette	31.75	452.32	56.10	443.26
Lake	70.70	66.98	25.00	454.01
Lee	7.75	331.88	593.21	1,655.43
Leon	418.55	.....	446.84	569.00
Levy	29.25	7.10	36.50	284.61
Liberty	32.50	.....	.....	52.28
Madison	113.36	79.65	400.20	819.00
Manatee	39.90	314.47	201.50	474.11
Marion	86.45	118.94	.....	1,067.70
Monroe .....	.....	2.72	.....	773.54
Nassau	96.15	.....	.....	475.49
Orange	1,205.00	245.00	4,195.00	5,966.89
Osceola	41.25	881.75	47.50	2,498.72
Palm Beach	35.78	206.66	2,154.95	1,524.12
Pasco	79.25	110.97	1,805.27	393.43
Pinellas	99.30	.....	159.30	533.05
Polk .....	.....	113.90	.....	1,783.76
Putnam	114.50	.....	514.00	621.78
Santa Rosa .....	.....	.....	161.90	670.20
St. Johns	330.10	8.55	732.95	827.10
St. Lucie .....	.....	.....	765.22	1,288.34
Sumter .....	.....	13.00	321.00	505.96
Suwannee .....	.....	.....	.....	1,340.76
Taylor	26.50	.....	593.25	327.94
Volusia	192.95	.....	1,217.00	1,564.01
Wakulla .....	.....	.....	.....	95.55
Walton	60.10	.....	20.75	40.00
Washington .....	.....	.....	.....	289.69

TABLE XVIII.—Expenditures for "Administration" Itemized
PART I.—Cost of Officials.

1911-1912. Counties.	Total.	1 Salary of Su- perintend- ents.	2 Traveling Expenses of Superin- tendents.
The State	\$295,903.02	\$ 62,842.72	\$ 2,302.79
Alachua	\$ 5,995.50	\$ 1,800.00	\$ 95.00
Baker	11,970.53	900.00	.....
Bradford	4,166.43	1,200.00	.....
Brevard	3,637.54	1,200.00	135.40
Calhoun	3,000.83	1,200.00	.....
Citrus	5,367.52	1,200.00	.....
Clay	3,807.62	1,080.00	.....
Columbia	3,815.31	1,200.00	.....
Dade	6,865.13	1,916.60	544.25
DeSoto	6,311.91	1,500.00	.....
Duval	47,782.77	2,400.00	7.80
Escambia	11,199.30	2,700.00	.....
Franklin	1,589.12	600.00	.....
Gadsden	2,085.02	1,200.00	.....
Hamilton	2,224.73	925.00	.....
Hernando	3,219.16	1,200.00	.....
Hillsboro	37,493.77	3,000.00	300.00
Holmes	2,437.87	1,200.00	17.90
Jackson	2,871.72	1,500.00	.....
Jefferson	2,556.18	1,200.00	.....
Lafayette	2,610.58	1,200.00	.....
Lake	3,070.03	1,200.00	200.00
Lee	5,092.23	1,200.00	61.65
Leon	6,377.75	1,200.00	.....
Levy	3,792.24	1,200.00	.....
Liberty	1,998.85	600.00	.....
Madison	4,026.20	1,200.00	.....
Manatee	4,799.04	1,200.00	30.00
Marion	7,431.27	1,500.00	11.90
Monroe	4,163.39	1,200.00	.....
Nassau	3,765.23	1,200.00	.....
Orange	4,045.45	1,800.00	100.00
Osceola	4,262.68	1,200.00	.....
Palm Beach	4,921.37	1,500.00	182.85
Pasco	1,290.78	*	.....
Pinellas	3,907.05	625.00	88.20
Polk	15,109.67	2,226.12	104.10
Putnam	3,097.46	1,500.00	36.50
Santa Rosa	3,797.53	1,200.00	.....
St. Johns	9,019.72	1,200.00	114.77
St. Lucie	3,617.30	1,350.00	109.97
Sumter	2,864.12	1,020.00	.....
Suwannee	5,258.15	1,200.00	.....
Taylor	4,855.90	1,200.00	.....
Volusia	5,864.53	1,800.00	137.50
Wakulla	1,790.66	600.00	25.00
Walton	3,922.44	1,200.00	.....
Washington	2,753.39	1,200.00	.....

*Paid by County Commissioners.

TABLE XVIII.—Expenditures for "Administration" Itemized.
PART I.—(Continued.)—Cost of Officials.

1911-1912. Counties.	³ Per Diem and Mileage of School Boards.	⁴ Incidental Expenses of Super- intendent and Board.	⁵ Commission Paid Treasurer.
The State	\$ 15,896.50	\$ 16,567.75	\$ 39,356.33
Alachua	\$ 398.80	\$ 148.00	\$ 2,176.20
Baker	330.25	89.00	467.14
Bradford	270.40	25.00	689.81
Brevard	465.60	83.58	616.28
Calhoun	256.80	191.04	286.96
Citrus	266.00	249.21	492.39
Clay	353.00	92.78	514.93
Columbia	229.80	45.79	594.37
Dade	233.40	723.17	1,400.21
DeSoto	474.90	167.91	1,185.64
Duval	1,188.00	5,088.23	.....
Escambia	440.00	592.88	1,783.56
Franklin	252.00	30.57	355.99
Gadsden	221.00	22.05	555.72
Hamilton	237.80	21.55	405.10
Hernando	318.00	172.50	586.92
Hillsboro	747.60	1,683.12	5,041.05
Holmes	306.40	35.40	396.91
Jackson	337.10	107.90	750.92
Jefferson	193.40	45.14	491.61
Lafayette	266.20	79.84	514.66
Lake	327.60	56.00	699.52
Lee	224.00	187.71	886.08
Leon	202.80	375.46	793.61
Levy	308.00	86.30	559.88
Liberty	234.00	29.19	236.78
Madison	440.15	264.40	667.50
Manatee	238.00	118.94	652.31
Marion	495.20	390.38	1,240.24
Monroe	208.00	182.85	778.20
Nassau	404.60	79.12	633.43
Orange	214.00	141.25	1,561.30
Osceola	360.00	437.65	852.11
Palm Beach	343.05	292.72	1,020.88
Pasco	259.20	318.05	.....
Pinellas	216.60	51.55	332.38
Polk	442.40	197.74	1,742.53
Putnam	329.20	139.49	684.60
Santa Rosa	230.80	362.08	581.77
St. Johns	205.00	1,148.84	563.95
St. Lucie	328.80	70.44	661.87
Sumter	257.20	384.08	209.23
Suwannee	282.40	890.72	695.08
Taylor	220.80	195.04	474.28
Volusia	522.65	172.61	1,431.09
Wakulla	266.80	61.23	241.82
Walton	340.80	113.62	669.92
Washington	208.00	125.63	579.60

TABLE XVIII.—Expenditures for "Administration" Itemized.
PART II.—Other Expenditures.

1911-1912. Counties.	6 Interest on Debts and Loans.	7 Institutes and Summer Schools.	8 Undistrib- uted Books, Etc.	9 Printing.
The State	\$89,846.43	\$ 3,932.70	\$15,091.92	\$ 3,993.19
Alachua	\$.....	\$ 37.50	\$ 594.00	\$ 84.00
Baker .....	.....	.....	1,469.09	92.50
Bradford	625.42	300.00	.....	12.00
Brevard	792.88	10.00	.....	38.00
Calhoun	52.82	.....	360.00	65.00
Citrus	1,097.00	275.00	1,619.92	21.50
Clay	1,026.35	.....	26.66	64.50
Columbia	1,214.31	.....	153.20	39.75
Dade	1,091.01	378.50	148.67	321.32
DeSoto	932.80	513.75	972.14	84.30
Duval	38,164.09	.....	465.85	266.05
Escambia	5,226.26	.....	.....	264.30
Franklin	181.34	.....	.....	47.00
Gadsden .....	.....	.....	.....	24.00
Hamilton	249.28	.....	72.00	24.15
Hernando	370.15	.....	.....	158.75
Hillsboro	9,423.36	316.70	4,544.34	299.93
Holmes .....	.....	.....	74.60	83.00
Jackson .....	.....	.....	.....	48.50
Jefferson .....	.....	.....	.....	13.10
Lafayette .....	.....	.....	.....	75.00
Lake	172.34	.....	.....	67.76
Lee	677.58	30.00	75.67	.....
Leon	1,606.57	.....	24.00	89.20
Levy	464.67	400.00	.....	.....
Liberty	560.00	.....	279.83	40.75
Madison	677.61	5.00	544.59	70.00
Manatee	2,195.91	.....	.....	78.59
Marion	1,993.51	.....	36.00	253.84
Monroe	1,263.95	250.00	.....	64.39
Nassau	954.63	204.00	152.50	52.55
Orange .....	.....	.....	.....	.....
Osceola	1,000.00	.....	.....	124.35
Palm Beach	402.43	.....	180.08	100.25
Pasco	447.84	.....	4.46	50.00
Pinellas	649.86	.....	.....	14.00
Polk	4,423.64	.....	1,043.93	154.46
Putnam .....	.....	.....	.....	115.00
Santa Rosa	998.96	257.00	.....	103.35
St. Johns	5,724.56	.....	.....	.....
St. Lucie	450.80	169.25	101.52	124.65
Sumter	665.81	.....	.....	34.00
Suwannee	2,086.05	.....	.....	.....
Taylor	1,433.11	.....	1,206.47	97.40
Volusia	335.62	786.00	.....	45.40
Wakulla	213.91	.....	41.15	86.10
Walton .....	.....	.....	697.39	63.50
Washington .....	.....	.....	203.86	37.00

TABLE XVIII.—Expenditures for "Administration" Itemized.
PART II.—(Continued)—Other Expenditures.

1911-1912. Counties.	10 Expenses of Examina- tions.	11 Tuition of County Line Pupils.	12 All Other Purposes.
The State	\$ 3,359.46	\$ 1,263.64	\$41,449.59
Alachua	\$ 182.00	\$.....	\$ 480.00
Baker	72.60	.....	8,550.00
Bradford	43.80	.....	1,000.00
Brevard	31.40	21.00	243.40
Calhoun	32.70	.....	555.51
Citrus	146.50	.....	.....
Clay	55.00	251.94	342.46
Columbia	26.50	.....	311.59
Dade	108.00	.....	.....
DeSoto	74.50	.....	405.97
Duval	133.00	41.60	28.15
Escambia	102.30	.....	90.00
Franklin	26.20	.....	96.02
Gadsden	62.25	.....	.....
Hamilton	45.00	.....	244.85
Hernando	18.00	.....	394.84
Hillsboro	139.00	.....	11,398.67
Holmes	91.30	.....	232.36
Jackson	127.30	.....	.....
Jefferson	90.40	.....	522.53
Lafayette	21.20	.....	453.68
Lake	46.72	.....	300.09
Lee	60.00	.....	1,689.54
Leon	111.10	.....	1,975.01
Levy	60.80	.....	712.59
Liberty	18.30	.....	.....
Madison	96.95	60.00	.....
Manatee	65.62	.....	219.67
Marion	117.35	144.72	1,248.13
Monroe	66.00	.....	150.00
Nassau	84.40	.....	.....
Orange	128.90	100.00	.....
Osceola	42.00	.....	246.57
Palm Beach	20.60	.....	878.51
Pasco	70.35	.....	140.88
Pinellas	4.95	.....	1,924.51
Polk	98.35	.....	4,676.40
Putnam	92.40	177.38	22.89
Santa Rosa	63.57	.....	.....
St. Johns	62.60	.....	.....
St. Lucie	31.35	.....	218.65
Sumter	28.40	.....	265.40
Suwannee	103.90	.....	.....
Taylor	28.80	.....	.....
Volusia	67.00	60.00	506.66
Wakulla	10.80	75.00	168.85
Walton	70.00	12.00	755.21
Washington	79.80	320.00	.....

TABLE XIX.—Showing Financial Condition of County Boards,
July 1, 1912.

1911-1912. Counties.	Total Indebted- ness.	Net Indebted- ness.	Net Cash on Hand.
The State	\$1,239,473.68	\$ 955,819.68	\$ 129,780.00
Alachua	\$ 54,311.13	\$ 19,507.63	\$.....
Baker	4,592.91	4,255.54	.....
Bradford	15,934.05	14,943.08	.....
Brevard	7,660.87	5,695.99	.....
Calhoun	5,916.26	.....	2,478.77
Citrus	14,000.00	12,334.06	.....
Clay	11,970.71	9,664.76	.....
Columbia	19,355.20	3,285.95	.....
Dade	73,830.82	65,030.00	.....
DeSoto	1,294.48	.....	12,811.26
Duval	307,649.37	302,384.53	.....
Escambia	96,576.54	90,240.00	.....
Franklin	4,475.34	3,109.49	.....
Gadsden	284.05	.....	10,889.10
Hamilton	5,045.66	1,257.94	.....
Hernando	10,120.03	7,134.55	.....
Hillsboro	139,608.12	94,044.06	.....
Holmes	431.62	.....	8,722.59
Jackson	1,087.29	.....	12,282.90
Jefferson	1,501.98	.....	1,672.53
Lafayette	5,304.55	.....	5,482.25
Lake	2,213.65	.....	13,871.16
Lee	1,471.66	.....	4,738.46
Leon	23,709.80	15,351.14	.....
Levy	850.61	.....	1,901.00
Liberty	10,043.15	2,064.14	.....
Madison	5,283.97	4,037.67	.....
Manatee	74,141.82	61,658.03	.....
Marion	10,139.84	1,546.51	.....
Monroe	8,498.70	2,143.50	.....
Nassau	13,089.86	13,039.38	.....
Orange	497.43	.....	12,567.36
Osceola	10,781.72	8,286.75	.....
Palm Beach	20,036.23	4,859.99	.....
Pasco	1,847.75	.....	3,072.44
Pinellas	25,256.40	16,600.57	.....
Polk	90,245.73	58,081.87	.....
Putnam	521.79	.....	3,902.99
Santa Rosa	12,082.21	11,426.03	.....
St. Johns	76,875.20	76,793.68	.....
St. Lucie	5,811.72	470.63	.....
Sumter	16,567.62	11,648.84	.....
Suwannee	24,713.24	20,325.91	.....
Taylor	10,935.28	6,753.77	.....
Volusia	1,296.36	.....	24,683.66
Wakulla	2,699.70	1,986.27	.....
Walton	7,548.50	5,857.42	.....
Washington	1,362.76	.....	10,703.53

TABLE XX.—Balance Sheet or Summary of Financial Statements of County Boards.

PART I.—*Debits—The Sum of These Three Columns Equals the Sum of the Three Columns in Part II.

1911-1912. Counties.	Total. Receipts, Except Borrowed Money.	Borrowed Money.	Warrants of 1912 Not Paid July 1
The State	\$2,359,679.10	\$ 439,384.32	\$ 761,689.18
Alachua	\$ 94,803.97	\$ 47,624.17	\$ 54,311.13
Baker	16,868.95	6,861.75	.....
Bradford	42,340.51	.....	.....
Brevard	31,602.80	20.00	7,660.87
Calhoun	23,503.75	.....	5,421.22
Citrus	25,760.14	20,816.00	14,000.00
Clay	24,459.07	9,300.00	3,970.71
Columbia	39,675.64	8,250.00	4,643.70
Dade	100,257.78	.....	67,236.89
DeSoto	68,536.12	19,000.00	1,177.48
Duval	171,659.98	.....	153,183.67
Escambia	77,273.95	78,480.22	32,576.54
Franklin	11,601.52	6,415.00	4,475.34
Gadsden	38,890.25	.....	284.05
Hamilton	24,204.74	.....	3,248.91
Hernando	22,543.58	.....	9,120.03
Hillsboro	251,992.31	71,011.81	43,683.12
Holmes	28,472.37	25.00	431.62
Jackson	54,103.63	207.33	1,087.29
Jefferson	26,771.71	.....	1,501.98
Lafayette	36,531.91	.....	1,254.55
Lake	46,767.53	.....	623.65
Lee	40,952.50	11,700.00	1,471.66
Leon	50,868.44	25,568.52	1,709.80
Levy	30,724.79	.....	850.61
Liberty	14,943.91	2,920.00	4,043.15
Madison	36,642.60	.....	5,283.97
Manatee	47,104.17	.....	122,266.34
Marion	76,083.14	.....	5,124.36
Monroe	21,672.14	6,500.00	8,498.70
Nassau	32,516.13	.....	11,570.18
Orange	87,577.76	.....	497.43
Osceola	35,835.69	10,500.00	781.72
Palm Beach	73,212.16	373.95	19,536.23
Pasco	31,207.49	.....	1,847.75
Pinellas	25,856.61	31,777.06	25,256.40
Polk	98,332.76	72,251.64	90,245.73
Putnam	39,405.29	20.00	521.79
Santa Rosa	29,762.60	.....	12,082.21
St. Johns	31,322.37	.....	9,217.89
St. Lucie	36,511.45	.....	5,811.72
Sumter	33,370.49	6,300.00	7,523.87
Suwannee	33,907.56	.....	2,713.24
Taylor	27,767.61	.....	2,535.28
Volusia	85,147.00	.....	1,296.36
Wakulla	7,989.01	3,440.94	2,699.70
Walton	30,875.78	.....	7,548.50
Washington	42,458.44	20.93	861.84

*Total Debits or sum of the three columns.

TABLE XX.—Balance Sheet, or Summary of Financial Statements of County Boards.

PART II.—*Credits—The Sum of These Three Columns Equals the Sum of the Three Columns in Part I.

1911-1912. Counties.	Total Expendi- tures, Except Payment of Debts..	Loans, Old Debts and Warrants Paid.	Cash on Hand.
The State	\$2,724,410.54	\$ 422,974.95	\$ 413,367.11
Alachua	158,991.60	2,444.17	34,803.50
Baker	23,393.33	.....	337.37
Bradford	39,849.54	1,500.00	990.97
Brevard	25,271.94	12,046.85	1,964.88
Calhoun	17,888.70	2,641.24	8,395.03
Citrus	58,910.20	.....	1,665.94
Clay	32,344.83	3,079.00	2,305.95
Columbia	34,396.37	2,103.72	16,069.25
Dade	133,186.29	25,507.56	8,800.82
DeSoto	73,470.24	1,137.62	14,105.74
Duval	251,746.66	67,832.15	5,264.84
Escambia	127,600.05	54,394.12	6,336.54
Franklin	18,718.69	2,407.32	1,365.85
Gadsden	26,536.32	973.83	11,173.15
Hamilton	21,223.66	2,442.27	3,787.72
Hernando	25,433.05	3,245.08	2,985.48
Hillsboro	310,708.05	10,415.13	45,564.06
Holmes	19,540.58	201.10	9,187.31
Jackson	41,186.79	841.27	13,370.19
Jefferson	23,406.89	1,692.28	3,174.52
Lafayette	25,333.69	1,665.97	10,786.80
Lake	29,255.91	2,050.46	16,084.81
Lee	46,783.82	1,130.22	6,210.12
Leon	40,630.70	29,157.40	8,358.66
Levy	24,560.70	4,263.09	2,751.61
Liberty	13,329.06	598.99	7,979.01
Madison	32,961.28	7,718.99	1,246.30
Manatee	118,768.87	38,117.85	12,483.79
Marion	63,718.55	8,895.62	8,593.33
Monroe	26,400.10	3,915.54	6,355.20
Nassau	24,020.93	20,014.90	50.48
Orange	74,782.55	327.85	12,964.79
Osceola	37,329.13	7,293.31	2,494.97
Palm Beach	74,197.42	3,748.68	15,176.24
Pasco	25,899.05	2,236.00	4,920.19
Pinellas	71,234.24	3,000.00	8,655.83
Polk	179,969.88	48,696.39	32,163.86
Putnam	34,895.67	626.63	4,424.78
Santa Rosa	33,832.84	7,355.79	656.18
St. Johns	36,372.87	4,085.87	81.52
St. Lucie	28,944.27	8,037.81	5,341.09
Sumter	34,824.76	7,450.82	4,918.78
Suwannee	31,805.20	428.27	4,387.33
Taylor	18,844.73	7,276.65	4,181.51
Volusia	57,023.34	3,440.00	25,980.02
Wakulla	13,166.22	250.00	713.43
Walton	30,446.06	6,287.14	1,691.08
Washington	31,274.92	.....	12,066.29

*Total credits, or sum of these three columns, \$3,560,752.60.

TABLE XXI.—Total Cost of White Schools.

1911-1912. Counties.	Total.	Expended on Schools Proper.	Expended On Adminis- tration, Prorated on Enroll- ment.
The State	\$2,029,899.15	\$1,825,567.15	\$ 204,332.00
Alachua	\$ 148,436.88	\$ 145,334.86	\$ 3,102.02
Baker	20,288.23	10,262.40	10,025.83
Bradford	32,017.24	28,808.93	3,208.31
Brevard	22,990.10	20,378.90	2,611.20
Calhoun	16,148.40	13,862.87	2,285.53
Citrus	36,492.37	32,326.68	4,165.69
Clay	28,278.87	25,347.78	2,931.09
Columbia	20,722.59	18,883.25	1,839.34
Dade	121,862.37	116,534.93	5,327.44
DeSoto	53,358.03	47,348.33	6,009.70
Duval	201,772.15	173,754.55	28,017.60
Escambia	78,378.36	70,871.66	7,506.70
Franklin	9,482.85	8,536.48	946.37
Gadsden	21,867.72	21,089.30	778.42
Hamilton	19,132.06	17,785.18	1,346.88
Hernando	22,676.55	20,578.94	2,097.61
Hillsboro	211,012.95	180,200.94	30,812.01
Holmes	19,063.89	16,762.71	2,301.18
Jackson	32,391.75	30,875.09	1,516.66
Jefferson	18,030.08	17,424.25	605.83
Lafayette	23,294.63	21,000.53	2,294.10
Lake	24,502.27	22,357.88	2,144.39
Lee	44,847.61	40,231.39	4,616.22
Leon	24,327.81	23,205.00	1,122.81
Levy	20,275.49	17,915.87	2,359.62
Liberty	8,963.60	7,617.71	1,345.89
Madison	28,334.18	26,425.48	1,908.70
Manatee	43,486.36	39,367.37	4,118.99
Marion	43,348.18	40,366.79	2,981.39
Monroe	15,595.95	12,499.30	3,096.65
Nassau	17,007.17	14,902.71	2,104.46
Orange	63,911.98	61,414.60	2,497.38
Osceola	23,982.94	20,295.75	3,687.19
Palm Beach	66,048.86	63,054.38	2,994.48
Pasco	24,604.28	23,518.27	1,086.01
Pinellas	27,549.63	24,393.42	3,156.21
Polk	94,780.96	82,440.00	12,340.96
Putnam	27,079.09	25,563.48	1,515.61
Santa Rosa	31,522.40	28,385.31	3,137.09
St. Johns	29,669.42	23,498.50	6,170.92
St. Lucie	27,081.48	24,033.00	3,048.48
Sumter	32,175.20	30,219.45	1,955.75
Suwannee	25,922.90	22,786.13	3,136.77
Taylor	17,696.97	13,523.48	4,173.49
Volusia	49,181.50	45,447.01	3,734.49
Wakulla	7,298.45	6,392.27	906.18
Walton	27,040.18	23,722.69	3,317.49
Washington	25,966.22	24,021.35	1,944.87

TABLE XXII.—Total Cost of Negro Schools.

1911-1912. Counties.	Total.	Expended on Schools Proper.	Expended On Adminis- tration, Prorated on Enroll- ment.
The State	\$ 297,495.58	\$ 205,924.56	\$ 91,571.02
Alachua	\$ 10,554.72	\$ 7,661.24	\$ 2,893.48
Baker	3,105.10	1,160.35	1,944.75
Bradford	2,703.12	1,745.00	958.12
Brevard	2,281.84	1,255.50	1,026.34
Calhoun	1,740.80	1,025.00	715.80
Citrus	1,601.83	400.00	1,201.83
Clay	2,734.96	1,858.43	876.53
Columbia	5,423.78	3,447.81	1,975.97
Dade	11,323.92	9,786.23	1,537.69
DeSoto	1,112.21	810.00	302.21
Duval	49,974.51	30,209.34	19,765.17
Escambia	19,521.69	15,829.09	3,692.60
Franklin	2,820.84	2,178.09	642.75
Gadsden	4,668.60	3,362.00	1,306.60
Hamilton	2,091.60	1,213.75	877.85
Hernando	2,756.50	1,634.95	1,121.55
Hillsboro	16,435.15	9,753.39	6,681.76
Holmes	476.69	340.00	136.69
Jackson	8,795.04	7,439.98	1,355.06
Jefferson	5,376.81	3,426.46	1,950.35
Lafayette	2,039.06	1,722.58	316.48
Lake	4,753.64	3,828.00	925.64
Lee	1,936.21	1,460.20	476.01
Leon	12,902.89	7,647.95	5,254.94
Levy	4,285.21	2,852.59	1,432.62
Liberty	1,445.46	792.50	652.96
Madison	4,627.10	2,509.60	2,117.50
Manatee	1,532.51	852.46	680.05
Marion	18,995.37	14,545.49	4,449.88
Monroe	4,304.15	3,237.41	1,066.74
Nassau	7,013.76	5,352.99	1,660.77
Orange	10,870.57	9,322.50	1,548.07
Osceola	1,846.19	1,270.70	575.49
Palm Beach	5,996.82	4,069.93	1,926.89
Pasco	1,294.77	1,090.00	204.77
Pinellas	1,983.54	1,232.70	750.84
Polk	10,188.92	7,420.21	2,768.71
Putnam	7,816.58	6,234.73	1,581.85
Santa Rosa	2,310.44	1,650.00	660.44
St. Johns	6,703.45	3,854.65	2,848.80
St. Lucie	1,862.79	1,293.97	568.82
Sumter	2,649.56	1,741.19	908.37
Suwannee	5,882.30	3,760.92	2,121.38
Taylor	1,147.76	465.35	682.41
Volusia	7,841.84	5,711.80	2,130.04
Wakulla	2,426.83	1,542.35	884.48
Walton	2,029.95	1,425.00	604.95
Washington	5,308.70	4,500.18	808.52

TABLE XXIII.—Per Capita Cost of Schools—Per Pupil Enrolled.

1911-1912. Counties.	Both Races.	White.	Negro.
The State	\$ 14.89	\$ 20.40	\$ 5.16
Alachua	\$ 22.21	\$ 40.07	\$ 3.05
Baker	18.44	19.10	15.07
Bradford	10.70	12.82	3.62
Brevard	25.20	31.93	8.06
Calhoun	10.27	12.18	4.19
Citrus	33.98	41.95	6.38
Clay	25.32	29.99	9.70
Columbia	6.28	10.33	2.52
Dade	46.98	55.39	17.83
DeSoto	15.71	16.16	6.70
Duval	22.31	30.49	10.71
Escambia	14.75	17.62	8.92
Franklin	15.27	19.76	8.65
Gadsden	5.88	12.97	1.05
Hamilton	8.71	12.96	2.17
Hernando	20.90	28.60	6.50
Hillsboro	25.87	29.20	10.49
Holmes	6.98	7.21	3.04
Jackson	5.34	7.95	2.42
Jefferson	6.08	19.77	1.83
Lafayette	14.15	14.81	9.40
Lake	14.70	17.63	7.92
Lee	33.90	35.85	15.01
Leon	5.53	20.53	2.33
Levy	11.37	15.09	5.25
Liberty	11.57	14.79	4.92
Madison	6.90	12.50	1.84
Manatee	19.10	21.50	4.59
Marion	9.32	16.15	4.74
Monroe	10.53	11.10	8.89
Nassau	11.19	14.17	7.41
Orange	17.51	24.25	6.65
Osceola	17.52	18.81	9.28
Palm Beach	54.46	82.05	11.58
Pasco	15.99	18.05	5.04
Pinellas	10.23	11.81	3.57
Polk	18.25	20.17	9.67
Putnam	12.44	19.72	5.45
Santa Rosa	9.74	10.99	3.83
St. Johns	17.84	21.27	10.41
St. Lucie	27.25	30.26	11.15
Sumter	19.21	25.99	4.61
Suwannee	6.76	9.24	3.10
Taylor	13.94	15.23	6.04
Volusia	16.81	22.77	6.37
Wakulla	6.93	10.28	3.50
Walton	9.04	9.94	4.09
Washington	6.97	8.20	4.03

TABLE XXIV.—Cost of Schools and County Superintendents. (a) Per Capita Cost of Pupil in Daily Attendance. (b) Cost of County Superintendent. Percentage of Cost of All Teachers. (c) Visits to Schools by County Superintendent.

1911-1912. Counties.	Cost of Schools per Pupil in Daily Attendance.			County Superintendent.			
	Both Races.	White.	Negro.	Percentage Cost of All Teachers.	Visits to Schools 1 hr. or more in length		
					Both Races	White	Negro
The State	\$21.09	\$29.31	\$ 7.24	.047	3,604	2,979	625
Alachua	\$29.57	\$53.28	\$ 4.08	.034	70	58	12
Baker	23.28	23.81	20.29	.105	62	54	8
Bradford	16.78	20.17	5.61	.051	65	56	9
Brevard	32.86	40.98	10.97	.080	27	22	5
Calhoun	15.83	19.16	6.06	.106	67	55	12
Citrus	40.61	50.40	7.49	.099	59	52	7
Clay	37.55	46.90	12.26	.085	.....	.....	.....
Columbia	8.97	15.06	3.52	.061	92	71	21
Dade	65.26	76.26	25.56	.049	73	70	3
DeSoto	21.73	22.33	9.51	.036	104	99	5
Duval	32.75	40.62	18.37	.020	203	149	54
Escambia	20.50	25.41	11.54	.043	165	137	28
Franklin	22.65	26.12	15.67	.065	31	23	8
Gadsden	8.34	17.97	2.38	.053	94	62	32
Hamilton	10.26	15.68	2.47	.057	93	87	6
Hernando	32.73	44.73	10.21	.091	61	48	13
Hillsboro	33.18	37.57	13.28	.028	170	149	21
Holmes	11.88	12.43	4.29	.079	85	85	.....
Jackson	8.25	12.92	3.54	.045	115	87	28
Jefferson	8.42	31.80	2.43	.074	81	39	42
Lafayette	26.31	28.79	13.24	.089	52	47	5
Lake	22.05	25.71	12.71	.054	53	45	8
Lee	50.04	52.89	22.26	.065	35	34	1
Leon	6.92	29.67	2.83	.051	157	80	77
Levy	17.04	20.86	9.14	.062	63	49	14
Liberty	15.61	20.23	6.45	.096	23	16	7
Madison	10.51	21.76	2.52	.057	74	70	4
Manatee	25.65	28.82	6.23	.043	61	56	5
Marion	13.93	23.21	7.28	.032	77	62	15
Monroe	17.86	19.02	14.64	.096	3	.....	3
Nassau	16.96	21.75	11.06	.073	39	39	.....
Orange	23.67	31.30	9.73	.034	93	76	17
Osceola	23.72	24.85	14.89	.074	.....	.....	.....
Palm Beach	72.85	110.82	15.26	.059	59	47	12
Pasco	22.72	26.20	6.44	*	60	56	4
Pinellas	14.12	16.37	4.85	.033	44	40	4
Polk	24.75	28.04	11.83	.033	57	52	5
Putnam	17.49	28.38	7.51	.057	72	42	30
Santa Rosa	14.88	16.79	5.83	.046	155	142	13
St. Johns	23.87	29.14	13.25	.057	44	44	.....
St. Lucie	36.45	41.35	13.40	.098	97	86	11
Sumter	27.93	37.24	6.92	.058	72	63	9
Suwannee	10.21	14.15	4.59	.052	86	77	9
Taylor	23.32	27.10	7.40	.100	69	67	2
Volusia	22.67	30.64	8.62	.041	70	62	8
Wakulla	10.46	15.66	5.23	.083	97	75	22
Walton	14.18	16.00	5.64	.051	83	76	7
Washington	10.71	12.96	5.80	.045	92	73	19

*Salary paid by Commissioners.

TABLE XXV.—Number and Kind of Public School Buildings and Number of Rooms.

1911-1912. Counties.	Whole Number.	Public School Buildings.									Number of Rooms.		
		Log.			Frame.			Brick.			Total	White.	Negro.
		Total	White.	Negro.	Total	White.	Negro.	Total	White.	Negro.			
The State.....	2625	32	19	13	2519	1819	700	74	72	2	4588	3521	1067
Alachua	111	...	...	...	105	65	40	6	6	...	208	122	76
Baker	33	...	...	...	33	29	4	...	...	...	45	40	5
Bradford	52	1	...	1	50	41	9	1	1	...	87	77	10
Brevard	27	...	...	...	27	20	7	...	...	...	43	34	9
Calhoun	55	5	3	2	50	39	11	...	...	...	64	51	13
Citrus	25	...	...	...	24	19	5	1	1	...	50	45	5
Clay	29	...	...	...	29	26	3	...	...	...	49	42	7
Columbia	72	...	...	...	71	48	23	1	1	...	103	73	30
*Dade	31	...	...	...	31	23	8	...	...	...	93	76	17
†DeSoto	61	...	...	...	60	58	2	1	1	...	115	112	3
Duval	82	...	...	...	72	37	35	10	8	2	290	207	83
Escambia	83	12	...	2	80	56	24	1	1	...	191	145	46
Franklin	8	1	1	...	7	5	2	...	...	...	25	17	8
Gadsden	67	...	...	...	65	27	38	2	13	...	101	61	40
Hamilton	61	...	...	...	60	44	16	1	1	...	82	64	18
Hernando	26	...	...	...	25	18	7	1	1	...	40	29	11
Hillsboro	89	...	...	...	80	61	19	9	9	...	227	191	36
Holmes	55	4	3	1	51	47	4	...	...	...	77	72	5
Jackson	126	4	3	1	120	74	46	2	12	...	187	120	67
Jefferson	58	2	...	2	55	19	36	1	1	...	81	40	41
Lafayette	51	1	1	...	48	43	5	2	12	...	64	58	6
Lake	53	...	...	...	51	38	13	2	12	...	77	62	15
Lee	32	...	...	...	31	30	1	1	1	...	53	51	2
Leon	88	...	...	...	86	42	44	2	12	...	129	77	52
Levy	56	...	...	...	56	42	14	...	...	...	71	55	16
Liberty	16	...	...	...	16	14	2	...	...	...	36	32	4
Madison	61	...	...	...	58	53	5	3	3	...	94	86	8
Manatee	48	...	...	...	47	43	4	1	1	...	86	80	6
Marion	110	...	...	...	109	64	45	1	1	...	170	97	73
Monroe	8	...	...	...	7	6	1	1	1	...	36	28	8
Nassau	59	...	...	...	56	39	17	3	3	...	82	58	24
Orange	64	...	...	...	62	39	23	...	...	...	148	102	46
Osceola	23	1	1	...	20	18	2	...	...	...	44	40	4
Palm Beach	20	...	...	...	17	10	7	3	3	...	49	36	13
Pasco	37	...	...	...	37	33	4	...	...	...	65	60	5
Pinellas	25	...	...	...	21	17	4	4	4	...	84	75	9
Polk	89	2	2	...	83	69	14	4	4	...	179	148	31
Putnam	58	...	...	...	58	34	24	...	...	...	93	57	36
Santa Rosa	93	2	1	1	91	80	11	...	...	...	120	107	13
St. Johns	36	...	...	...	35	20	9	1	1	...	79	61	18
St. Lucie	27	...	...	...	27	24	3	...	...	...	44	40	4
Sumter	34	...	...	...	32	23	9	2	2	...	64	51	13
Suwannee	98	...	...	...	98	66	32	...	...	...	122	85	37
Taylor	36	1	1	...	34	32	2	1	1	...	50	48	2
Volusia	48	...	...	...	48	32	16	...	...	...	116	87	29
Wakulla	36	...	...	...	36	23	13	...	...	...	43	28	15
Walton	71	1	...	1	70	59	11	...	...	...	104	89	15
Washington	97	5	3	2	90	64	26	2	2	...	128	95	33

*—4 Concrete houses. †—2 Stone houses.

TABLE XXVI.—Patent Desks and Blackboards in the Schools.

1911-1912. Counties.	Patent Desks in Use.							Good Blackboards (Square Yards).		
	Whole Number.	Single.			Double.			Total	White.	Negro.
		Total	White.	Negro.	Total	White.	Negro.			
The State....	85,793	43,871	41,429	2,442	41,922	32,882	9,040	57,705	48,713	8,992
Alachua	3,675	1,295	1,132	163	2,380	1,630	750	2,673	2,116	562
Baker	604	30	30	.....	574	489	85	452	387	65
Bradford	1,555	731	731	.....	824	824	.....	581	551	30
Brevard	1,023	842	805	37	181	78	103	1,043	1,001	45
Calhoun	806	806	797	9	.....	.....	.....	380	340	40
Citrus	698	114	114	.....	584	482	102	582	567	25
Clay	899	89	89	.....	810	704	106	427	312	115
Columbia	1,536	405	362	43	1,131	1,072	59	1,237	1,011	222
Dade	2,397	2,156	2,080	76	241	26	215	4,510	4,456	54
DeSoto	2,497	1,305	1,305	.....	1,192	1,192	.....	1,301	1,269	32
Duval	9,393	5,913	5,700	213	3,480	1,577	1,903	6,109	4,391	1,718
Escambia	4,164	1,857	1,823	34	2,307	1,546	761	2,450	2,001	450
Franklin	392	260	254	6	132	122	10	281	216	65
Gadsden	488	383	383	.....	105	105	.....	542	477	115
Hamilton	1,060	305	305	.....	755	755	.....	533	533	.....
Hernando	688	395	375	20	293	281	12	345	275	70
Hillsboro	6,962	3,085	2,964	121	3,877	3,570	307	2,889	2,601	287
Holmes	779	243	243	.....	536	536	.....	319	318	11
Jackson	983	600	600	.....	383	297	86	812	677	135
Jefferson	878	408	316	92	470	407	63	687	449	238
Lafayette	905	15	14	1	890	858	32	367	326	41
Lake	931	170	160	10	761	707	54	504	415	89
Lee	1,230	1,088	1,080	8	142	107	35	679	661	10
Leon	1,429	1,042	1,042	.....	387	112	275	1,817	1,087	730
Levy	1,531	150	150	.....	1,381	951	430	676	523	103
Liberty	688	541	469	72	147	127	20	184	166	18
Madison	1,825	720	720	.....	1,105	890	215	2,070	1,990	80
Manatee	1,714	636	636	.....	1,078	935	143	783	747	36
Marion	2,638	1,051	869	182	1,587	981	606	2,504	1,746	758
Monroe	985	500	500	.....	485	294	191	843	870	48
Nassau	795	173	173	.....	622	534	88	498	370	128
Orange	3,094	2,434	2,258	176	660	356	304	2,040	1,723	317
Osceola	1,014	727	727	.....	287	261	26	428	388	40
Palm Beach	1,072	1,041	815	226	31	4	27	3,184	2,991	194
Pasco	1,100	289	289	.....	811	761	50	411	30	21
Pinellas	1,958	1,330	1,330	.....	628	463	165	697	625	72
Polk	3,542	2,572	2,507	65	970	887	83	1,413	1,246	167
Putnam	1,864	1,582	1,198	384	282	210	72	1,727	1,078	649
Santa Rosa	1,922	.....	.....	.....	1,922	1,913	9	1,004	953	51
St. Johns	1,601	1,365	1,329	36	236	35	201	1,317	1,073	244
St. Lucie	1,046	906	863	43	140	100	40	634	596	38
Sumter	1,311	582	582	.....	729	472	257	1,38	1,2	75
Suwannee	1,956	207	161	46	1,749	1,674	75	820	711	109
Taylor	988	467	467	.....	521	461	60	384	375	9
Volusia	2,959	2,220	1,841	379	739	319	380	1,511	1,067	444
Wakulla	775	238	238	.....	537	297	240	433	317	116
Walton	1,288	.....	.....	.....	1,288	1,288	.....	445	445	.....
Washington	2,155	603	603	.....	1,552	1,152	400	846	720	126

TABLE XXVII.—Value of Public School Property.
PART I.—Real Estate Not Owned by County Boards.

1911-1912. Counties.	Total.	Value of Lots.			Value of Buildings.		
		Total.	White.	Negro.	Total.	White.	Negro.
The State.....	\$385,959	\$130,522	\$ 54,697	\$ 75,825	\$255,437	\$198,597	\$ 56,840
Alachua	\$ 13,140	\$ 5,190	\$ 140	\$ 5,050	\$ 7,950	\$ 2,150	\$ 5,800
Baker	13,700	2,600	2,500	100	11,100	10,800	300
Bradford	2,237	430	225	205	7,807	847	960
Brevard							
Calhoun							
Citrus							
Clay	1,035	160	150	10	875	850	25
Columbia	1,540	115	20	95	1,425	500	925
Dade	645	95		95	550		550
DeSoto							
Duval	76,500	65,000		65,000	11,500		11,500
Escambia	3,545	595	75	520	2,950	300	2,650
Franklin							
Gadsden	4,264	339	114	225	3,925	1,375	2,550
Hamilton	31,695	5,695	5,045	650	26,000	21,950	4,050
Hernando	1,250	150	70	80	1,000	700	300
Hillsboro	13,650	2,750	2,750		10,900	10,900	
Holmes	2,431	291	216	75	2,140	1,965	175
Jackson	6,155	850	725	125	5,305	4,225	1,080
Jefferson	16,590	2,640	2,000	640	13,950	6,000	7,950
Lafayette	1,115	40	35	5	1,075	900	175
Lake	550	50	50		500	500	
Lee	575	75	75		500	500	
Leon	2,990	90	35	55	2,900	1,250	1,650
Levy	2,072	247	232	15	1,825	1,725	100
Liberty							
Madison							
Manatee							
Marion	8,215	1,180	40	1,140	7,035	250	6,785
Monroe	13,950	12,150	12,150		1,800	1,800	
Nassau	230	20		20	210		210
Orange	1,495	220	50	170	1,275	125	1,150
Osceola	270	20	10	10	250	200	50
Palm Beach							
Pasco	510	10	10		500	500	
Pinellas	60,900	15,300	15,300		45,600	45,600	
Polk							
Putnam	12,125	900	490	410	11,225	9,300	1,925
Santa Rosa	4,330	430	110	320	3,900	1,350	2,550
St. Johns							
St. Lucie							
Sumter							
Suwannee	490	40	5	35	450	100	350
Taylor	120	20	20		100	100	
Volusia	61,000	8,500	8,500		52,500	52,500	
Wakulla	270	20	10	10	250	150	100
Walton	4,390	670	285	385	3,720	2,150	1,570
Washington	22,085	3,640	3,260	380	18,445	17,035	1,410

TABLE XXVII.—Value of Public School Property.
PART II.—Real Estate Owned by County Boards.

1911-1912. Counties.	Total.	Value of Lots.		
		Total	White	Negro.
The State	\$3,136,886	\$ 576,813	\$ 516,998	\$ 59,815
Alachua	\$ 214,809	\$ 58,345	\$ 57,425	\$ 920
Baker	11,905	605	560	45
Bradford	18,280	3,630	3,330	300
Brevard	30,886	3,970	3,645	325
Calhoun	12,980	1,635	1,635	.....
Citrus	48,640	4,240	3,700	540
Clay	29,245	3,395	2,835	560
Columbia	59,425	6,925	5,695	1,230
Dade	135,475	23,025	22,450	575
DeSoto	75,450	8,765	8,080	85
Duval	401,090	100,340	94,250	6,090
Escambia	203,071	52,431	43,731	8,700
Franklin	13,400	3,400	2,600	800
Gadsden	39,690	5,840	5,840	.....
Hamilton	14,925	875	875	.....
Hernando	24,230	2,780	2,410	370
Hillsboro	301,965	49,165	42,310	6,855
Holmes	10,882	1,107	1,032	75
Jackson	49,760	3,285	3,245	40
Jefferson	16,515	1,465	1,245	220
Lafayette	30,027	1,127	1,032	95
Lake	43,095	3,675	3,290	385
Lee	60,750	8,125	7,625	500
Leon	92,930	8,560	6,395	2,165
Levy	16,842	1,307	1,201	106
Liberty	10,138	395	375	20
Madison	54,105	6,405	5,795	610
Manatee	49,100	12,225	12,025	200
Marion	64,497	9,967	8,157	1,810
Monroe	93,000	42,100	34,100	8,000
Nassau	28,165	2,495	1,635	860
Orange	112,795	22,280	17,170	5,110
Osceola	38,315	3,040	2,990	50
Palm Beach	104,159	13,259	11,700	1,559
Pasco	28,255	6,525	6,325	200
Pinellas	16,210	2,260	1,185	1,075
Polk	90,955	9,640	8,740	900
Putnam	37,465	11,340	9,670	1,670
Santa Rosa	38,735	3,885	3,735	150
St. Johns	140,830	34,280	31,950	2,330
St. Lucie	23,100	4,500	4,050	450
Sumter	33,710	3,015	2,805	210
Suwannee	36,070	2,530	2,135	395
Taylor	29,410	1,710	1,495	215
Volusia	76,330	19,080	16,580	2,500
Wakulla	11,465	740	590	160
Walton	43,035	5,165	5,165	.....
Washington	15,775	1,960	1,600	360

TABLE XXVII.—Value of Public School Property.
PART II.—(Continued)—Real Estate Owned by County Boards.

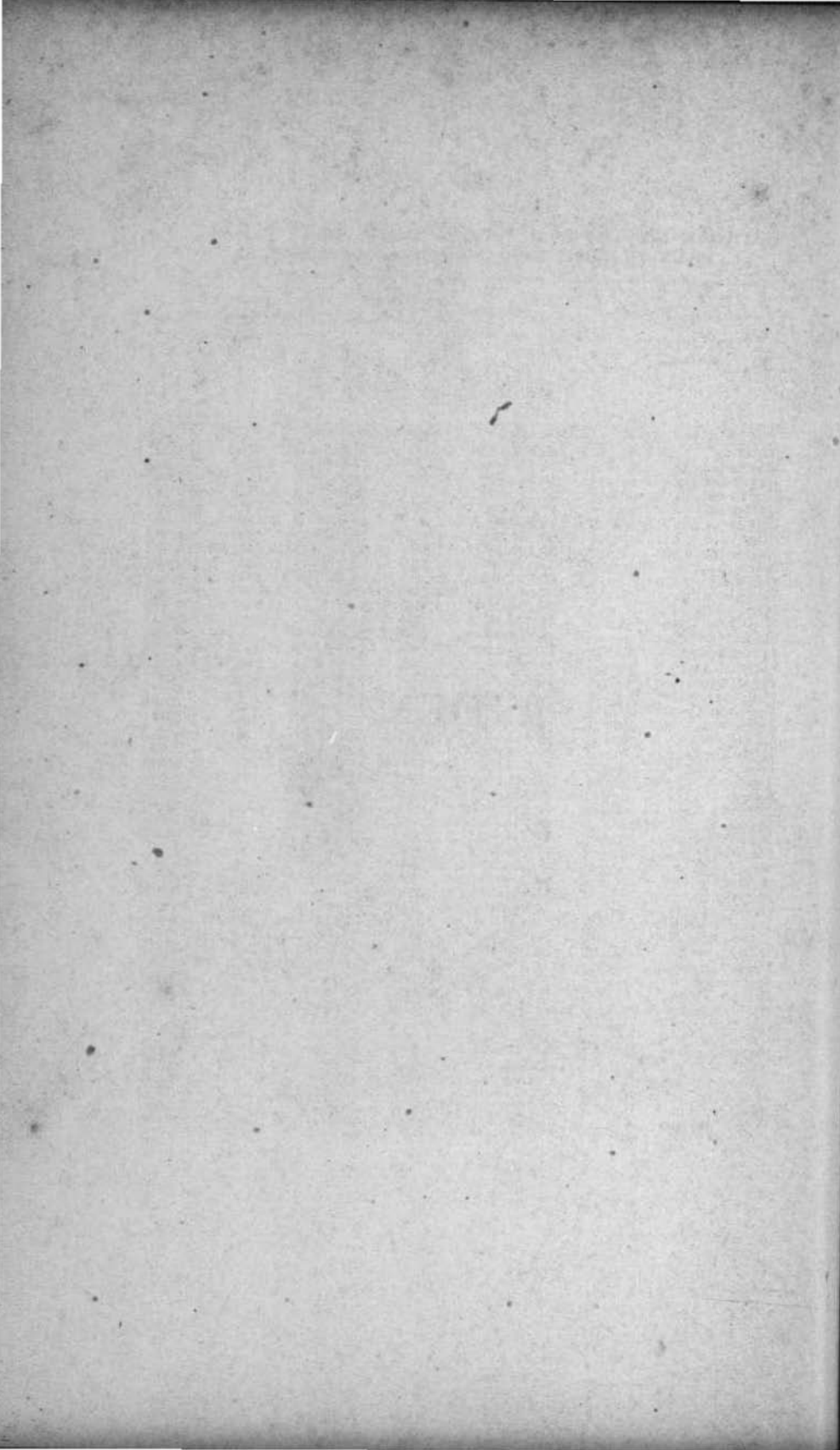
1911-1912. Counties.	Value of Buildings.		
	Total	White	Negro
The State	\$2,560,073	\$2,358,513	\$ 201,560
Alachua	\$ 156,404	\$ 136,404	\$ 20,000
Baker	11,300	10,450	850
Bradford	14,650	13,675	975
Brevard	26,916	24,516	2,400
Calhoun	11,345	11,345	.....
Citrus	44,400	41,700	2,700
Clay	25,850	23,150	2,700
Columbia	52,500	45,275	7,225
Dade	112,450	102,100	10,350
DeSoto	66,685	66,260	425
Duval	300,750	275,350	25,400
Escambia	150,640	131,440	19,200
Franklin	10,000	7,700	2,300
Gadsden	33,850	33,850	.....
Hamilton	14,050	14,050	.....
Hernando	21,450	19,650	1,800
Hillsboro	252,800	247,165	5,635
Holmes	9,775	9,650	125
Jackson	46,475	45,950	525
Jefferson	15,050	13,450	1,600
Lafayette	28,900	27,350	1,550
Lake	39,420	35,570	3,850
Lee	52,625	51,625	1,000
Leon	84,370	69,010	15,360
Levy	15,535	13,780	1,755
Liberty	9,743	9,243	500
Madison	47,700	45,700	2,000
Manatee	36,875	36,475	400
Marion	54,530	44,955	9,575
Monroe	50,900	46,400	4,500
Nassau	25,670	22,950	2,720
Orange	90,515	81,225	9,290
Osceola	35,275	34,775	500
Palm Beach	90,900	87,700	3,200
Pasco	21,730	20,330	1,400
Pinellas	13,950	12,400	1,550
Polk	81,315	77,755	3,560
Putnam	26,125	18,800	7,325
Santa Rosa	34,850	34,500	350
St. Johns	106,550	100,450	6,100
St. Lucie	23,600	22,350	1,250
Sumter	30,695	29,380	1,315
Suwannee	33,540	30,190	3,350
Taylor	27,700	26,800	900
Volusia	57,250	47,350	9,900
Wakulla	10,725	8,500	2,225
Walton	37,870	37,870	.....
Washington	13,815	11,890	1,925

TABLE XXVII.—Value of Public School Property.
PART III.—Furniture and Apparatus Owned by County Boards.

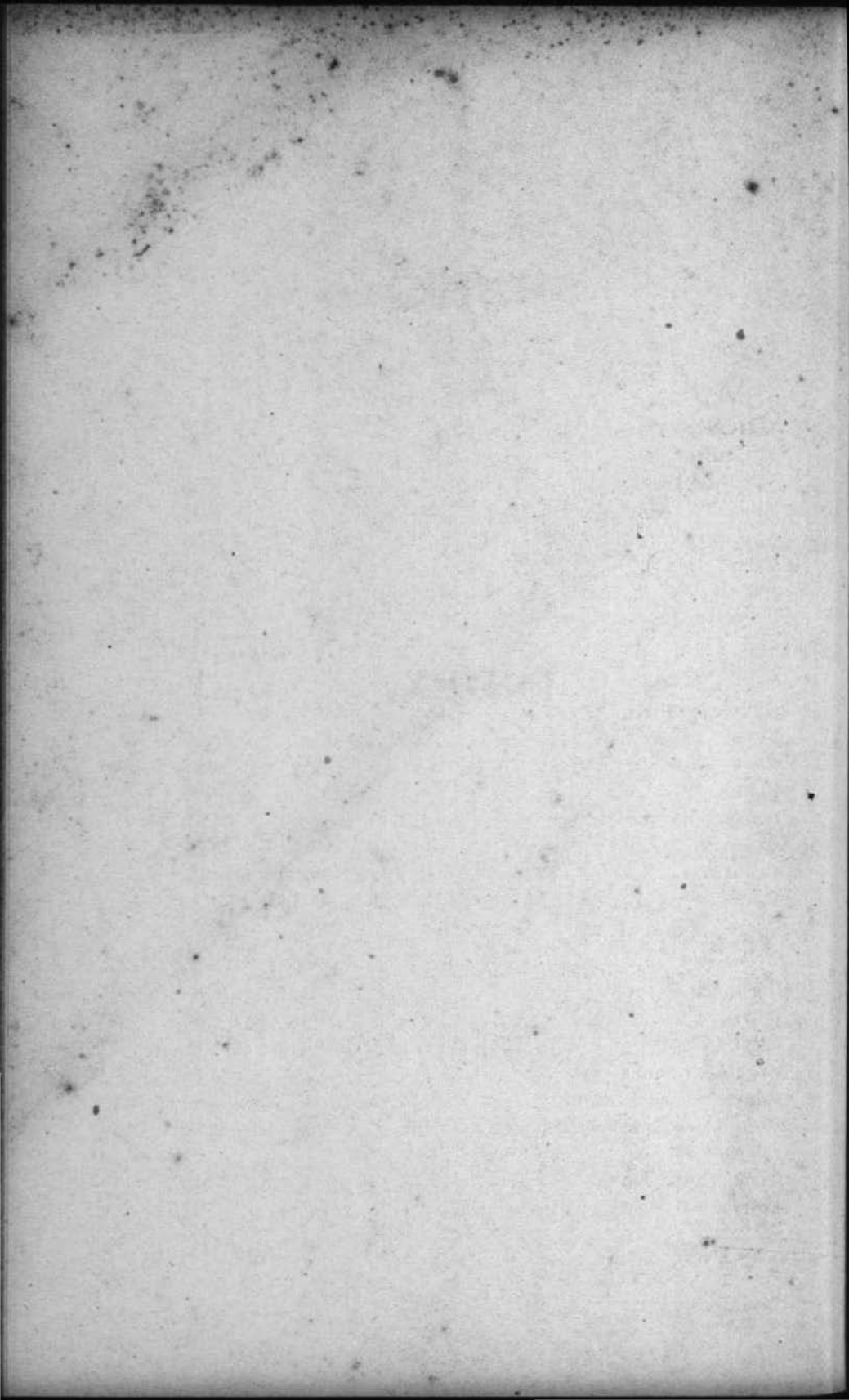
1911-1912. Counties.	Value of Furniture.				Value of Apparatus.		
	Total	Total	White	Negro	Total	White	Negro
The State...	\$437,524.50	\$351,483	\$306,346	\$45,137	\$86,031.50	\$76,994.50	\$9,047
Alachua	\$ 18,255.00	\$ 15,882	\$ 12,593	\$ 3,289	\$ 2,373.00	\$ 2,301.00	\$ 72
Baker	2,490.00	2,335	2,095	240	155.00	121.00	72
Bradford	9,605.00	7,555	7,100	455	2,050.00	2,050.00	35
Brevard	4,313.00	3,623	3,453	170	690.00	690.00	.....
Calhoun	3,327.00	2,768	2,704	64	539.00	517.00	42
Citrus	8,170.00	6,850	6,400	450	1,320.00	1,255.00	65
Clay	5,786.00	5,451	4,891	560	335.00	315.00	20
Columbia	18,165.00	14,045	12,855	1,190	4,120.00	3,621.00	495
Dade	13,300.00	11,035	10,380	655	2,265.00	1,931.00	330
DeSoto	10,177.00	7,184	7,184	.....	2,993.00	2,965.00	28
Duval	32,320.00	30,035	25,015	5,020	2,285.00	1,975.00	310
Escambia	24,110.00	19,710	17,105	2,605	4,400.00	4,220.00	150
Franklin	2,793.00	2,588	2,315	273	205.00	205.00	.....
Gadsden	4,330.00	3,750	3,750	.....	580.00	580.00	.....
Hamilton	4,710.00	4,185	4,185	.....	525.00	525.00	.....
Hernando	5,720.00	3,855	3,635	220	1,865.00	1,765.00	100
Hillsboro	36,813.00	28,920	17,410	11,510	7,893.00	4,586.00	3,307
Holmes	2,658.00	2,476	2,426	40	182.00	172.00	10
Jackson	3,549.00	3,061	2,890	171	488.00	408.00	80
Jefferson	5,524.00	4,211	3,280	931	1,313.00	1,075.00	238
Lafayette	3,811.00	3,543	3,388	155	268.00	268.00	.....
Lake	4,104.00	3,972	3,782	190	182.00	101.00	27
Lee	6,348.00	5,375	5,175	200	973.00	963.00	10
Leon	11,391.00	9,771	7,756	2,015	1,620.00	1,170.00	450
Levy	3,625.00	2,842	2,475	367	783.00	714.00	69
Liberty	3,050.00	2,591	2,391	200	459.00	439.00	20
Madison	10,405.00	7,950	7,475	475	2,455.00	2,335.00	120
Manatee	11,187.50	9,223	9,023	200	1,964.50	1,934.50	30
Marion	12,082.00	9,155	6,394	2,761	2,927.00	1,956.00	971
Monroe	4,600.00	3,600	3,100	500	1,000.00	700.00	300
Nassau	2,961.00	2,574	2,385	189	387.00	387.00	.....
Orange	14,734.00	12,339	10,804	1,535	2,395.00	2,285.00	110
Osceola	5,481.00	4,881	4,826	55	600.00	600.00	.....
Palm Beach	6,830.00	4,530	4,045	485	2,300.00	2,240.00	60
Pasco	2,230.00	850	750	100	1,380.00	1,350.00	30
Pinellas	5,850.00	4,562	4,362	200	1,288.00	1,288.00	.....
Polk	25,435.00	11,673	11,383	290	13,762.00	13,642.00	120
Putnam	6,635.00	5,374	4,207	1,167	1,261.00	1,164.00	97
Santa Rosa	12,505.00	10,955	10,715	240	1,550.00	1,490.00	60
St. Johns....	10,897.00	8,485	7,200	1,285	2,412.00	2,197.00	215
St. Lucie....	4,750.00	3,910	3,600	310	840.00	800.00	40
Sumter	5,440.00	4,790	4,392	398	650.00	631.00	19
Suwannee	9,234.00	7,692	6,885	807	1,542.00	1,390.00	152
Taylor	4,970.00	4,170	3,920	250	800.00	775.00	25
Volusia	10,550.00	13,080	11,075	2,005	3,470.00	3,010.00	460
Wakulla	2,415.00	2,130	1,850	280	285.00	215.00	70
Walton	6,664.00	6,122	6,122	.....	542.00	542.00	.....
Washington	7,225.00	5,825	5,190	685	1,400.00	1,090.00	310

TABLE XXVII.—Total Value of Public School Property.
PART IV.—Real Estate, Furniture and Apparatus.

1911-1912. Counties.	Total	Real Estate.		Owned by County Boards.	
		Not Owned by County Boards.	Owned by County Boards.	Furniture	Apparatus
The State	\$3,960,469.50	\$ 386,059	\$3,136,886	\$ 351,483	\$86,041.50
Alachua	\$ 246,204.00	\$ 13,140	\$ 214,809	\$ 15,882	\$ 2,373.00
Baker	14,395.00	.....	11,905	2,335	155.00
Bradford	41,585.00	13,700	18,280	7,553	2,059.00
Brevard	35,199.00	.....	30,886	3,623	690.00
Calhoun	18,544.00	2,237	12,980	2,768	550.00
Citrus	56,810.00	.....	48,640	6,850	1,320.00
Clay	36,066.00	1,035	29,245	5,451	335.00
Columbia	79,130.00	1,540	59,425	14,045	4,120.00
Dade	149,420.00	643	135,475	11,035	2,265.00
DeSoto	85,627.00	.....	75,450	7,174	2,938.00
Duval	509,910.00	76,500	401,090	30,085	2,285.00
Escambia	230,726.00	3,545	203,071	19,710	4,400.00
Franklin	16,193.00	.....	13,400	2,588	205.00
Gadsden	48,284.00	4,264	39,690	3,750	580.00
Hamilton	51,330.00	31,695	14,925	4,185	525.00
Hernando	31,200.00	1,250	24,230	3,855	1,865.00
Hillsboro	352,428.00	13,650	301,965	28,920	7,893.00
Holmes	15,971.00	2,431	10,882	2,476	182.00
Jackson	59,464.00	6,155	49,760	3,061	483.00
Jefferson	38,629.00	16,590	16,515	4,211	1,313.00
Lafayette	34,953.00	1,115	30,027	3,543	268.00
Lake	47,749.00	550	43,095	3,972	132.00
Lee	67,673.00	575	60,750	5,375	973.00
Leon	107,311.00	2,990	92,930	9,771	1,610.00
Levy	22,539.00	2,072	16,842	2,842	783.00
Liberty	13,188.00	.....	10,138	2,591	459.00
Madison	64,510.00	.....	54,105	7,950	2,455.00
Manatee	60,287.50	.....	49,100	9,223	1,964.50
Marion	84,794.00	8,215	64,497	9,155	2,927.00
Monroe	111,550.00	13,950	93,000	3,600	1,000.00
Nassau	31,356.00	230	28,165	2,674	387.00
Orange	129,024.00	1,495	112,795	12,389	2,395.00
Osceola	44,066.00	270	38,315	4,881	600.00
Palm Beach	110,989.00	.....	104,159	4,530	2,300.00
Pasco	30,995.00	510	28,255	850	1,380.00
Pinellas	82,960.00	60,900	16,210	4,562	1,288.00
Polk	116,390.00	.....	90,955	11,673	13,762.00
Putnam	56,225.00	12,125	37,465	5,374	1,261.00
Santa Rosa	55,570.00	4,330	38,735	10,955	1,550.00
St. Johns	151,727.00	.....	140,830	8,485	2,412.00
St. Lucie	32,850.00	.....	28,100	3,910	840.00
Sumter	39,150.00	.....	33,710	4,790	650.00
Suwannee	45,794.00	490	36,070	7,692	1,542.00
Taylor	34,500.00	120	29,410	4,170	807.00
Volusia	153,880.00	61,000	76,330	13,080	3,470.00
Wakulla	14,150.00	270	11,465	2,130	285.00
Walton	54,089.00	4,390	43,035	6,122	542.00
Washington	45,085.00	22,085	15,775	5,825	1,400.00



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(The numbers and headings of the statistical tables for Chapter X, 1911-1912, correspond to the above.)